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ABSTRACT

Changes in the traditionally black institutions (TBIs) from 1954 to the early 1980s are summarized, with a focus on the 1970s. A statistical overview of the development of TBIs during 1860-1970 is also provided. Based on federal government surveys, the following topics are covered: growth in enrollment in the 1970s; changes in graduate enrollment; 1982 enrollment profile; region of origin of foreign students; residence and migration of TBI students; degree trends at TBIs since 1954; degrees by level and program of study; race and sex of degree recipients; desegregation in Southern elementary/secondary schools; black enrollment by level in the South; black enrollment in southern TBIs and non-TBIs in 1982; black degree recipients in 1981 in the South; changes in revenues of TBIs from 1971 to 1981; 1981 revenues and expenditures of TBIs; federal funding to TBI institutions and students; TBI administrators and faculty; and physical facilities and libraries. Information on each TBI is provided, including control, highest level, specific religious affiliation; enrollment (total, percent black, percent full-time, and enrollment by level); number of full-time faculty, and number of library volumes. Detailed data on degrees awarded by TBIs are also included, along with descriptions of the sources of the data. (SW)

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# The Traditionally Black Institutions of Higher Education 1860 to 1982

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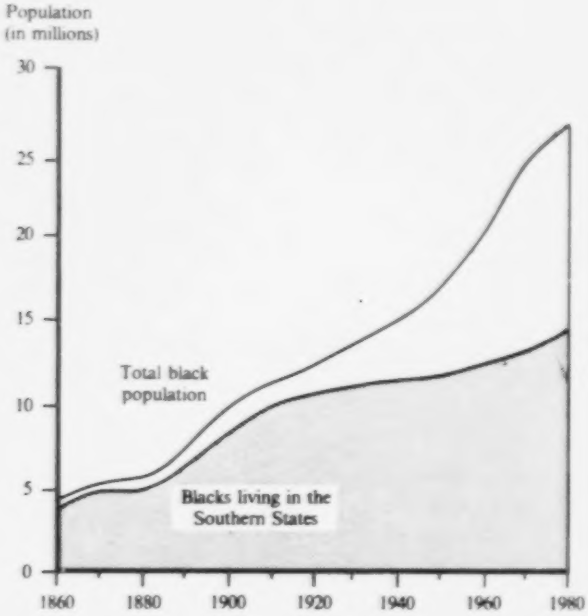
## Chart A.—Historic landmarks and growth of the black population: 1854-1982

Historic landmarks

| | |
|---|---|
| 1854 | Lincoln University, Pa., is first black college founded |
| 1861-1865 | Civil War divides the North and South |
| 1862 | Morrill Act (Land-Grant College Act) is passed by U.S. Congress |
| 1865-1872 | Freedmen's Bureau operates in the former Confederate States |
| 1890 | Second Morrill Act provides impetus for establishing black land-grant colleges |
| 1896 | U.S. Supreme Court, *Plessy* v. *Ferguson* legalizes "separate but equal" doctrine |
| 1917-1919 | United States fights in World War I |
| 1929 | Stock market crashes; Great Depression begins |
| 1941-1945 | United States fights in World War II |
| 1944 | U.S. Congress passes G.I. Bill, providing benefits for veterans to attend college |
| 1950 | Korean conflict begins |
| 1954 | *Brown* v. *Board of Education* - U.S. Supreme Court declares that "racially separate schools are inherently unequal" |
| 1956 | Civil rights demonstrations begin |
| 1963 | Civil rights march on Washington, D.C. |
| 1964 | U.S. Congress passes Civil Rights Act |
| 1965 | U.S. Congress begins grant programs for needy college students |
| 1970 | *Adams* suit is filed to desegregate higher education |
| 1972 | Congress greatly expands grant programs for needy college students |
| 1973 | American combat forces leave Vietnam |
| 1982 | Public colleges and universities in most Southern States still involved in desegregation plans or in *Adams* litigation |



SOURCES: U.S. Department of Commerce, Bureau of the Census. *The Social and Economic Status of the Black Population in the United States: An Historical View 1790 - 1978*, p.13; data for 1980 obtained from 1980 Census of Population and Housing; Advance Report PHC80-V-1, p. 4.

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# The Traditionally Black Institutions of Higher Education

## 1860 to 1982

by
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**U.S. Department of Education**
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**National Center for Education Statistics**

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . collect, collate, and, from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries."--Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

# Foreword

This report follows a Federal tradition begun in the early 20th century. Since 1915, the Federal government has periodically published comprehensive statistical reports on the status of the Traditionally Black Institutions of Higher Education, documenting the development of these institutions during legal segregation. This report reviews the earlier Federal reports, then summarizes Federal data on the changes in the Traditionally Black Institutions (TBI's) since 1954 when legal segregation ended, focusing on the 1970's when major transitions occurred. Finally, the status of the TBI's in the early 1980's is described.

These data from historical and current Federal government surveys are presented to form a systematic data base on this unique group of colleges and universities. It is hoped that this report will be useful to the TBI's, to Federal agencies in their efforts to carry out the Executive Order on Historically Black Colleges and Universities, and to others who are concerned with the future of these institutions.

Samuel S. Peng
Acting Assistant Administrator, Division of
Postsecondary and Vocational Education Statistics

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# Highlights

## Institutions:

- Five of the 105 traditionally black institutions (TBI's) closed between 1976 and 1984. All the colleges that closed were private, and all but one were 2-year colleges.
- Of the 100 TBI's in existence in 1984, 89 awarded baccalaureate or post-baccalaureate degrees; only 11 TBI's are 2-year institutions.
- Fifty-seven of the TBI's are privately controlled, and all but 12 are affiliated with a religious denomination. The 43 public institutions account for over two-thirds of the enrollment in TBI's.

## History:

- The TBI's were founded and developed in an environment unlike that of other institutions of higher education—one of legal segregation. They served a population which lived under many legal, social, economic, and political restrictions.
- The TBI's had a great impact on the progress made by blacks in improving their status in the United States. They have trained the majority of black doctors, lawyers, dentists, and teachers in this country.
- The years after the 1954 *Brown* v. *Board of Education* decision were ones of growth for the TBI's, as they enrolled increasing numbers of black students. Both the TBI's and the traditionally white institutions were drawing their black students from an expanding pool of high school graduates who had increasing financial resources or aid to enable them to attend college.
- In 1970, blacks accounted for only 4.3 percent of the full-time undergraduates in the non-TBI's in the South. That year the NAACP filed a class action suit (*Adams*) to enforce desegregation of the public higher education systems in 10 States. This suit continued into the 1980's in many States. It requires that public TBI's be enhanced to effectively compete with public non-TBI's, and also requires that non-TBI's increase the number of black students and faculty.

## Enrollment:

- The TBI's as a group have had continual growth in enrollment up until 1980, but then remained about the same through 1982.
- The number of black students enrolled in the TBI's grew until 1976, remained stable from 1976 to 1980, and then declined from 1980 to 1982. However, from 1976 to 1982, the number of non-black students continued to increase.
- Although the TBI's were originally founded to educate black students, they have historically enrolled students other than black Americans. This diversity is increasing, as the number of white, Hispanic, and foreign students continues to grow. In 1982, these students accounted for almost 1 out of 5 students in the TBI's.
- White students were concentrated in public graduate and first-professional programs and the majority were enrolled part-time.
- The TBI's draw their students from every State in the Union and from all over the world.

## Degrees:

- The total number of degrees awarded by TBI's increased slowly until the mid-1960's, then grew dramatically until the mid-1970's, and has declined slowly since then.
- There has been considerable diversification of degree levels and curricula in the TBI's over the past 30 years. The proportion of TBI degree awards that are at the post-baccalaureate level has tripled in this period. Although doctoral programs have existed in two private TBI's for over two decades, they are just being established in the public sector of TBI's.
- At the post-baccalaureate level, the TBI's graduated about a third of all blacks in TBI States who earned master's or first-professional degrees in 1981.
- The TBI's still play a significant role in graduating black students in the 19 States and D.C. where these institutions are located. In 1981, the TBI's conferred over half of the bachelor's degrees earned by black students in these States. The TBI's produced more black baccalaureates in engineering, computer science, mathematics, the biological and physical sciences, and business/management than the other 673 institutions in these States.
- There has been a substantial shift away from the popular field of education. In fact, in 1981, business and management replaced education as the most popular discipline among baccalaureate graduates in TBI's.

## Finance:

- During the 1970's, the sources of revenue for TBI's that increased faster than inflation were Federal and State governmental funding and tuition. Most of the increases in tuition revenues were the result of increased enrollment, not increases in the tuition fees charged students. State funding of the TBI's increased considerably from 1971 to 1981, although not as much as that of non-TBI's in the same States. Compared with other institutions, the TBI's obtained a higher proportion of their revenues from the Federal government, even when student aid is excluded.
- TBI students relied heavily on Federal student financial aid. The median family income of TBI students is only about 40 percent of the national median for all college students. This is reflected in the high percentage of TBI students who participate in Federal aid programs and in the higher-than-average amounts of awards they receive. In 1980-81, about 8 out of 10 full-time undergraduates in TBI's received Pell Grants—twice the proportion found in other institutions.
- Although a smaller proportion of TBI revenues came from students (in the form of tuition, room, board, etc.), a higher proportion of TBI expenditures were for student scholarships and services, compared with other institutions.

## Faculty:

- The number of full-time faculty employed by the TBI's has remained fairly stable during the 1970's. About 45 percent of faculty in TBI's hold tenure. Compared with faculty in other institutions, TBI faculty are concentrated in the lower ranks and, within each rank, have lower average salaries and fringe benefits.
- The faculty in TBI's has been and is still quite racially diverse. White and Asian faculty accounted for about a third of all TBI faculty in 1981.
- The TBI's employ two-thirds of the total black faculty in the 19 States and D.C. where they are located. In the non-TBI's, black faculty comprised less than 3 percent of all full-time faculty members in 1981.

# Executive Summary

This report is intended to serve as a source book of historical and current data available on the traditionally black institutions of higher education (TBI's). For the first time, comprehensive data from Federal government surveys spanning almost 70 years have been compiled and are presented to form a systematic data base on the development and current status of the TBI's.

This summary provides an overview of the institutions and then a synopsis of the detailed information presented in the following six chapters of the report. Chapter I traces the history of the development of the TBI's during legal segregation from the Civil War to the 1954 *Brown* v. *Board of Education* decision, and then gives the changes in TBI's until 1970. Because the decade of the 1970's was an important transitional period for the TBI's in terms of their enrollment, curricular offerings, faculty, finances, and their role in the higher education of black youth, individual chapters on each of these subjects examine in detail the changes among the TBI's during the 1970's and the early 1980's. The source of the data presented in these chapters is the Higher Education General Information Survey (HEGIS), unless specified otherwise.[1] The years of data presented in this report were determined by availability and therefore differ for various topics.

## The Institutions

This report presents information on the 105 institutions designated in 1976 as TBI's by a committee for the National Center for Education Statistics (NCES). The criterion for inclusion on the NCES list was that an institution had been founded before 1954 for the purpose of educating blacks.[2] The TBI's are found in 19 States and the District of Columbia (chart 1), jurisdictions where racial segregation in higher education existed, most with legal sanction, before the *Brown* v. *Board of Education* decision in 1954. Although the TBI's draw their students from every State in the country, 9 out of 10 come from the States where the TBI's are located.

For simplicity, the 19 States noted above and the District of Columbia will be referred to as "the TBI States" in this report. When it is relevant to provide comparative data for TBI's, this study uses the other institutions in the States where the TBI's are located (i.e., non-TBI's in the TBI States) as a comparison group.[3]

Between 1976 and 1984, five private TBI's closed; all but one were 2-year colleges. Of the 100 TBI's in existence in 1984, 57 are privately controlled and 43 are under public control.

All of the 43 public TBI's, including the five 2-year colleges, are under State control. Sixteen of the public TBI's are designated as land-grant institutions and therefore receive Federal funds under land-grant legislation.

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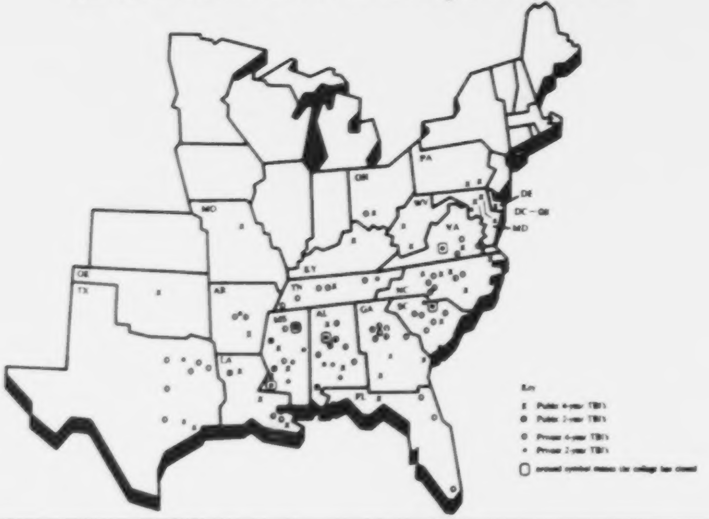
[1] See appendix 1 for further information on the sources of data in this report, the list of TBI's, and definitions of selected terms.

[2] See appendix 2 for a list of these institutions. There are other lists of black colleges used within the U.S. Department of Education which differ from the NCES list primarily in that they exclude some colleges whose student bodies have turned predominantly white. In 1982, four TBI's had predominantly white student bodies: Kentucky State University, Lincoln University (Missouri), Bluefield State College (West Virginia), and West Virginia State College.

[3] See appendix 1 for reasons why this comparison group was used.

Chart 1.—Location of the traditionally black institutions



Of the 57 private TBI's in the study, 12 are independent, nonprofit institutions and the other 45 are affiliated with a religious denomination. About half of the church-related TBI's are affiliated with a predominantly black denomination. Of the 57 private TBI's, 6 are 2-year institutions. Although Howard University (D.C.) receives about half of its revenue from the Federal government, it is privately controlled.

## Statistical Overview of the Development of TBI's: 1860 to 1970

The black colleges were founded and developed in an environment unlike that of other colleges—one of legal segregation and isolation from the rest of higher education. These colleges served a population who lived under severe legal, educational, economic, political, and social restrictions. The status of the black population greatly influenced the development of the black colleges, just as the black colleges had a great impact on the progress made by the black population in improving their status in the United States.

Prior to the end of the Civil War, 9 out of 10 blacks lived in the Southern States. In these States, most were held as slaves, and it was forbidden by law or social custom to teach slaves to read or write. Although there were a few exceptions, formal education was not available to blacks until after the Civil War. After the war, the efforts of many private groups—the black communities, Northern churches, freedmen's societies, and philanthropists—began to lay the foundation of an educational system for blacks.

Also, the reconstruction State governments established the first public elementary/secondary school systems for blacks and for most whites; per pupil expenditures were similar for whites and blacks. After reconstruction, however, public expenditures per black student fell far below those per white student. Public elementary schools for blacks were not established in some areas, and most public secondary schools were located in cities. The public education system for blacks was described as inadequate in a 1915 Federal government report.

Therefore, 50 years after the Civil War, private groups still provided many of the educational opportunities for blacks in the South, especially at the secondary level, where private schools enrolled about half of the black secondary students. These private secondary schools stressed academic preparation for higher education, and some also provided college-level courses. Although the aim of these schools was to provide college-level instruction, advancement towards this goal was slow. The level of work was raised in accordance with the public effort to provide secondary education for blacks. Most of the black colleges began by offering secondary-level work as a necessity and then evolved into college-level institutions.

The first Federal government report on black secondary and higher schools described three black institutions as "college-grade" in 1915—Howard University (D.C.), Meharry Medical College and Fisk University (both in Tennessee). There were also 30 black institutions that offered some college-level work, but were not considered college-grade because of their large secondary departments. Other than a land-grant college and a State college, all the black institutions which offered college-level work in 1915 were private.

In the decade following the 1915 survey, there was a large expansion in the provision of public secondary education for blacks, and many of the private black colleges were able to phase out their preparatory departments and concentrate on college-level offerings. This was reflected in a second Federal survey report of black colleges in 1927, which found 77 institutions offering collegiate work, an increase of 44 institutions from 1915. It was the emergence of the public sector of black colleges during this period that laid the foundation for what would eventually become the largest sector of traditionally black institutions. Most of the black land-grant colleges (founded under the 1890 Morrill Act) were well-established in offering higher education by this time. Also, seven States operated teacher-training colleges, but these colleges did not award bachelor's degrees in 1927. Most private and public black colleges were similar in that both emphasized training much-needed teachers for the black elementary/secondary schools, but they often differed in their curriculum emphasis. In general, the private colleges emphasized an academic curriculum, while the public colleges emphasized more vocational training.

While the black colleges could train teachers for elementary/secondary schools and for colleges, they could not provide additional training for their own faculty in the form of graduate education. In addition to heavy teaching loads and low salaries, faculty in many public black colleges were required to obtain graduate education—education which was largely unavailable to them in the States with dual systems of education. Most black faculty members worked on their post-baccalaureate degrees during the summer in institutions outside the South. While the 1927 survey report documented the progress made in the preceding decade, it also stated that the development of black colleges must be greatly increased and that the next step was the development of institutions offering graduate work.

Beginning in 1935, several legal suits challenged the "separate but equal" principle in higher education, citing the lack of public graduate and professional schools for blacks in States with dual systems of education. Although six private black colleges had established graduate departments by 1936, none of the public black colleges offered graduate work.

A third Federal survey report on black institutions of higher education in 1942 indicated that, although undergraduate offerings in the public black and white colleges were fairly similar, the disparity in graduate-level offerings continued. Still, the study indicated that the black colleges had made some progress in increasing the proportion of their faculty who held advanced degrees. The report also cited a decline in revenue from private sources during the 1930's and a corresponding increase in revenue from students (i.e., tuition and fees). The low incomes of many black families made the cost of a college education prohibitive, and the report indicated that parents of students in the black colleges had higher average incomes and occupational status than other black parents.

The first time that Federal financial assistance was available on a wide scale to help individuals attend college was after World War II. Veterans flooded the campuses using the GI Bill to help finance their education. In the black colleges in 1947, veterans composed over one-third of the enrollment and remained a significant proportion of the enrollment through 1950.

A snapshot of the black colleges before the *Brown* decision shows there were about 75,000 undergraduate students and about 3,200 graduate students in the 1953-54 academic year. In addition, the black colleges served 44,000 summer students (mostly elementary/secondary teachers who were furthering their education) and 5,000 students in extension or short courses. That year, the black institutions awarded almost 12,000 bachelor's and first-professional degrees and 1,300 master's degrees.

In May 1954, the U.S. Supreme Court declared in *Brown* v. *Board of Education* that "separate educational facilities are inherently unequal." Most black college students still attended the TBI's for years after the decision, however. In 1961, black students had been admitted to only 17 percent of public white institutions in the South. By 1965, it is estimated that the traditionally white colleges enrolled about one-fourth of the black students in the South; by 1970, this had increased to 40 percent.

Increased black enrollment in the traditionally white institutions was not accompanied by a decrease in enrollment in TBI's. Both the TBI's and the traditionally white institutions were enrolling increasing numbers of black students, although the increases in the TBI's were not as large. The TBI's and the traditionally white institutions were drawing black students from an expanding number of black high school graduates. These graduates had more financial resources, such as increasing parental incomes and Federal financial aid, to enable them to attend college than did earlier generations.

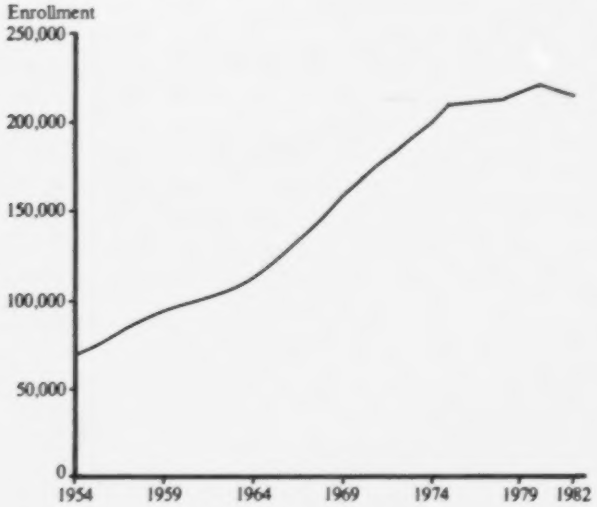
In 1970, desegregation in higher education was carried into the courtroom. That year, the NAACP filed a class action suit (*Adams*) against the Federal government to enforce desegregation of public higher education systems in 10 States. This suit continued throughout the 1970's, requiring that public traditionally black colleges be enhanced and that traditionally white colleges increase the number of black students and faculty on their campuses.

Several factors—the *Adams* case, desegregation in general, new Federal student financial aid programs, and the demographics of the black population in the South—made the 1970's a decade of major transition for the black institutions. The following sections summarize the trends in this decade in the areas of enrollment, degrees and curricula, finance, employees, and the role of TBI's in the higher education of black youth, and also present the most current data available for the early 1980's.

## Enrollment in TBI's

The TBI's as a group had continuous growth in enrollment from 1954 up until 1980 (chart 2). Like other colleges, TBI's had moderate increases in enrollment during the 1950's, and substantial increases in the 1960's, partially in response to the expansion in Federal support for higher education during that decade. The substantial enrollment growth continued into the early 1970's, when Federal student aid programs expanded considerably. From the 1954 *Brown* v. *Board of Education* decision to 1975, total TBI enrollment grew from 71,000 to 213,000. After 1975, however, enrollment growth slowed in TBI's, reaching a peak of 222,000 students in 1980.[4]

**Chart 2.—Total fall enrollment in TBI's: 1954 to 1982**



Since 1980, the total enrollment in TBI's has stabilized, while other institutions have maintained minimal growth. Between 1980 and 1982, however, there was a first-time drop in black enrollment in TBI's, which had been stable since 1976. The decline in black students was offset by continued increases in the number of students of other races/ethnicities.

Although TBI's have historically enrolled students other than black (non-Hispanic) Americans, these students have become a significant part of TBI enrollment in recent years, increasing from about 26,000 in 1976 to 40,000 in 1982. In 1982, almost 1 out of 5 TBI students was white, Hispanic, Asian, American Indian, or nonresident alien. Of these, whites composed the largest group, representing 11 percent of all TBI students; nonresident aliens were the next largest group, composing 6 percent of TBI students in 1982.

White students were concentrated in graduate and first-professional programs, and the majority were enrolled part-time. Almost all of the white students in TBI's were enrolled in the public sector. While private TBI's did not enroll a large number of whites, all but one-third of the private TBI's enrolled at least one white student in 1982. In one-fourth of the public TBI's, whites composed over 20 percent of the student body; in fact, whites were the predominant group of students in four TBI's in 1982.

The fastest growing group of students in the TBI's (and in other institutions) was nonresident aliens. These students tended to be men enrolled full-time in an undergraduate program in a public TBI. The majority of TBI foreign students came from Western Africa and the Middle East.

## Degree Awards and Curriculum

The traditionally black institutions of higher education trained the majority of professionals, educators, and leaders in many black communities during legal segregation. While some of the black colleges and universities produced doctors, lawyers, dentists, and ministers, most TBI's emphasized training the much-needed teachers for black elementary and secondary schools. After 1954, when the U.S. Supreme Court ended legal segregation, educational and employment opportunities for blacks slowly began to expand, and the black colleges also changed in the types of degree programs they offered their students to prepare them for expanding career opportunities. For the TBI's, the two decades after 1954 were ones of growth, both in the number of degrees awarded and in the diversification of degree levels and curricula.

The total number of baccalaureate and higher degrees awarded by TBI's increased from 13,000 degrees in 1954 to 32,000 degrees in 1974, and then declined to 28,000 degrees by 1982. The period of greatest growth was from 1964 to 1974 at both the baccalaureate and the post-baccalaureate levels. There has been a gradual decline in the number of degrees awarded at the baccalaureate level since 1974 and at the post-baccalaureate level since 1977 (chart 3).

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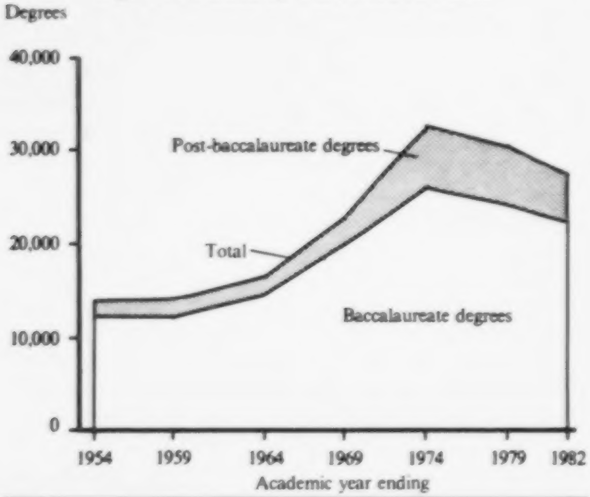
[4] Like other institutions, the growth in total enrollment has occurred to a greater extent in the public sector of TBI's than in the private sector. The enrollment in public TBI's almost tripled from 1954 to 1980, while the enrollment in private TBI's doubled.

**Chart 3—Baccalaureate and post-baccalaureate degrees awarded by TBI's: 1954 to 1982**



In addition to the changes in the number of bachelor's degrees awarded by TBI's, there were significant changes from 1972 to 1982 in the disciplines in which the degrees were awarded. In 1972, the two most popular disciplines among TBI bachelor's degree recipients were education and social sciences. Subsequently, the number and percent of TBI degrees in these disciplines declined greatly, while degrees in business and management, engineering, and public affairs and services increased considerably. In 1981, for the first time, the four most popular disciplines among baccalaureates in TBI's were the same as those in non-TBI's:

- business and management
- education
- social sciences
- engineering

The fifth most popular discipline among bachelor's degree recipients in TBI's was public affairs and services; among recipients in non-TBI's, health professions ranked fifth.

In 1982, the top five disciplines accounted for 68 percent of all TBI bachelor degree awards, down from 81 percent in 1972. This drop indicates an increasing dispersion of TBI degrees among other disciplines. By 1982, the distribution of TBI bachelor's degrees among discipline divisions was fairly similar to that of other institutions.

The change in post-baccalaureate degrees awarded by TBI's was characterized by the development of new programs. At the master's degree level, 16 TBI's conferred degrees in 10 disciplines in 1954; by 1982, 34 TBI's conferred degrees in all 22 discipline categories (used in HEGIS). In this period, all the TBI's that began new master's degree programs were in the public sector; in the private sector, two TBI's—Howard University and Atlanta University—increased the number of master's degree awards dramatically.

The number of master's degrees awarded by TBI's grew only slightly from 1954 to 1964, then had a period of tremendous growth from 1964 to 1977. TBI awards then began to decline; from 1977 to 1981, master's degree awards by TBI's declined 25 percent. This decline was five times larger than the decline experienced by other institutions in the States where the TBI's are located.

Among the disciplines, TBI master's degree awards were overwhelmingly concentrated in the discipline of education. Although the number of degree awards in education was about the same in 1972 as in 1982, there were increases in most of the other disciplines. In 1982, the disciplines in which TBI's conferred significantly smaller proportions of their master's degrees, compared with other institutions, were business and management, engineering, and the health professions.

Doctoral programs in TBI's were established after 1954 and have grown slowly. The first TBI to award a doctoral degree was Howard University (1957), followed by Atlanta University (1968). These two TBI's awarded 28 doctoral degrees in 1972, increasing to 75 in 1982. (Three other TBI's also awarded a total of 12 doctoral degrees in 1982.) The public sector of TBI's has just recently begun to establish doctoral programs.[5] In 1982, only two public TBI's awarded doctorates, while three others were establishing new doctoral programs. Many of the doctoral programs offered by TBI's were in the education and biological sciences disciplines.

Professional programs were established in the early 1900's, when TBI's began training black doctors, dentists, lawyers, veterinarians, pharmacists, and ministers. The number of first-professional degrees awarded by TBI's remained at about 450 each year during the 1960's, then almost doubled during the early 1970's, but remained at around 900 degrees up to 1982. About one-fourth of all TBI first-professional degrees were awarded by the public sector, all in the field of law.

The total number of associate degrees and other formal awards (below the baccalaureate level) conferred by TBI's increased from 1,400 in 1972 to 2,400 in 1982. While the number of associate degrees in arts and sciences declined from 1972 to 1982, the number of sub-baccalaureate awards in occupational curricula almost tripled. The tremendous growth in occupational sub-baccalaureate awards occurred in both 2-year and 4-year TBI's. In 1982, the 19 public 4-year TBI's that offered occupational curricula accounted for 55 percent of all occupational awards conferred by TBI's. The two most popular fields for TBI occupational awards were health services and business and commerce.

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[5] Among non-TBI's in the TBI States, the public sector accounts for about 7 out of 10 doctoral degree awards.

# TBI's and the Higher Education of Blacks in the South

The number of black students enrolled in TBI's continued to increase with the advent of desegregation, although the number of black students attending predominantly white institutions increased more. The increased black enrollment in non-TBI's resulted in part from Federal legislation and policies aimed at reducing the barriers to higher education for minorities and low-income students.

Demographic changes among black youth in the Southern States also contributed to the college enrollment increases in TBI's and non-TBI's in the early 1970's. There was an increase in the population of black youth, accompanied by large increases in the high school graduation rate. As a result, the TBI's and non-TBI's drew their black students from an expanding pool of high school graduates. In the early 1970's, college enrollment rates also increased for black high school graduates.

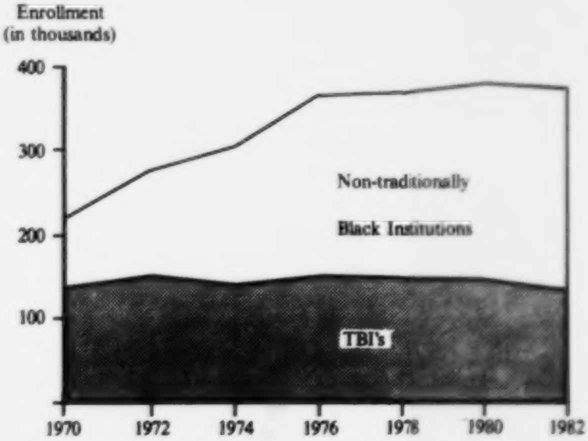
In the late 1970's, the high school graduation rate of black youth continued to approach the rate for white youth in the Southern States. However, these increases were not accompanied by an increase in the college enrollment rate for blacks. The percent of black high school graduates who went to college and completed at least one year did not increase from 1976 to 1982, stabilizing at a point far below the level for their white peers.

## Enrollment of Blacks

Total black enrollment in institutions in the TBI States increased only slightly in the late 1970's. From 1976 to 1980, black enrollment stabilized in the TBI's, but continued to grow slowly in the non-TBI's in the TBI States. Then, for the first time, black enrollment declined in the TBI's and remained about the same in non-TBI's in the TBI States between 1980 and 1982.

Most of the increase in black enrollment in non-TBI's in the TBI States took place at the undergraduate level. Primarily because of this increase, the proportion of all black full-time undergraduates who were in the TBI's dropped from 62 percent in 1970 to 37 percent in 1982 (chart 4).

**Chart 4—Black full-time undergraduates enrolled in TBI's and non-TBI's in the TBI States: 1970 to 1982**



Black enrollment did not increase to the same extent in the graduate and first-professional schools in the non-TBI's in the TBI States. From 1970 to 1982, the proportion of black graduate and first-professional students who were enrolled in the TBI's declined only slightly—to around one-third of the total. Enrollment patterns and graduation rates of blacks in TBI's differed from those of blacks in non-TBI's. A significant difference was in the proportion enrolled in 2-year colleges versus 4-year institutions. There are not many 2-year colleges among the TBI's, and only 4 percent of the black TBI students are enrolled in these colleges. Two-year colleges are much more prevalent among non-TBI's, and they enrolled over half of the black students in non-TBI's in the TBI States in 1982. The prevalence of 2-year non-TBI's does not fully account for the concentration of blacks in 2-year non-TBI's, however, as only one-third of white students in non-TBI's in the TBI States were enrolled in 2-year colleges.

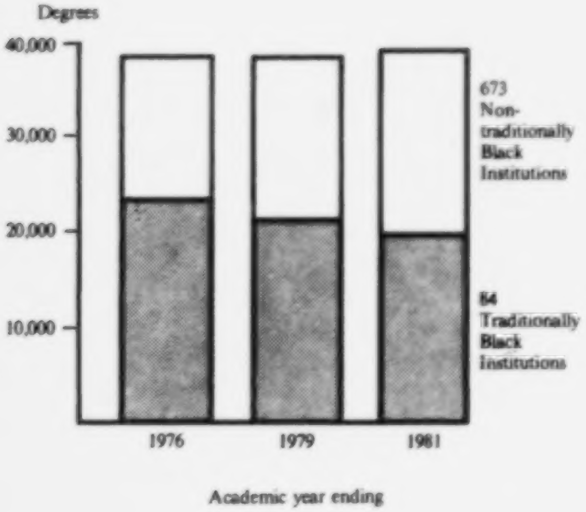
Within the same types of institutions, (e.g., public 4-year), the percent of black students enrolled full-time was similar in the TBI's and the non-TBI's. However, an analysis study of data from two sample surveys (National Longitudinal Study of the High School Class of 1972 and the 1978 Survey of Recent College Graduates) indicated that (1) black students in 4-year TBI's were more likely to obtain their bachelor's degrees, and to obtain them in a shorter time period, than blacks enrolled in 4-year non-TBI's; (2) blacks in TBI's had baccalaureate graduation rates similar to whites in predominantly white institutions.

## Degree Awards to Blacks

Since 1976, the annual number of bachelor's and higher degrees awarded to blacks by all institutions in the TBI States has remained around 50,000. Because of a decline of 4,000 in the number of degrees awarded to blacks by the TBI's, and a corresponding increase in the number awarded by non-TBI's, the TBI share of the degrees awarded to blacks in the TBI States declined from 54 percent in 1976 to 46 percent in 1981.

The decline in TBI degree awards to blacks between 1976 and 1981 occurred at the bachelor's and master's levels; increases occurred at the doctor's and first-professional degree levels. Even with the recent decline in bachelor degree awards to blacks by the 84 baccalaureate TBI's, these institutions still produced more black baccalaureates in 1981 than the other 673 institutions in the TBI States (chart 5).

**Chart 5—Bachelor's degrees awarded to blacks by TBI's and non-TBI's in the TBI States: 1976 to 1981**



Although the TBI's comprised a small proportion of the institutions of higher education in the TBI States, they awarded a significant proportion of the post-baccalaureate degrees earned by blacks. In 1981, the 34 TBI's that awarded master's degrees conferred one-third of the master's earned by blacks in the TBI States; the 5 TBI's that awarded doctoral degrees produced 11 percent of the black doctorates; and the 8 TBI's that awarded first-professional degrees awarded 38 percent of the first-professional degrees awarded to blacks in the TBI States in 1981.

The TBI's played an important role in the TBI States in producing black graduates in certain disciplines. In 1981, the TBI's graduated over half of the black baccalaureates in disciplines such as: engineering, mathematics, computer science, business and management, physical sciences, and biological sciences. At the master's degree level, the TBI's graduated over half of the blacks in the TBI States in physical sciences and mathematics; at the doctoral level, they graduated over half of the blacks in the TBI States in home economics, communications, and biological sciences.

In the non-TBI's in the TBI States, black degree recipients accounted for around 5 percent of all recipients at each degree level in 1981. At the bachelor's degree level, there was little difference between public and private non-TBI's in the proportions of blacks among their graduates. At the post-baccalaureate levels, however, private institutions had higher proportions of blacks among their master's and doctor's degree recipients than did the public non-TBI's in the TBI States in 1981. At the first-professional level, private institutions had higher black representation among their medical degree recipients, while public institutions had higher black representation among their law and dentistry degree recipients.

Even when black degree recipients from both the TBI's and the non-TBI's in the TBI States were combined, blacks were still greatly under-represented among degree recipients. While blacks accounted for 19 percent of the recent high school graduates, they accounted for less than 10 percent of bachelor's and master's degree recipients and around 5 percent of doctoral and first-professional degree recipients in the TBI States in 1981.

# Finance and Federal Funding

Historically, the TBI's have operated on small budgets, limited by their students' ability to pay tuition and, for public institutions, by small State appropriations. Most TBI's still operate with a marginal surplus or deficit each year and many have no, or small, endowments to serve as buffers in times of financial hardship.

During the 1970's there was a real increase in the total revenues of the TBI's; adjusted for inflation, revenues increased 50 percent overall from fiscal year 1971 to 1981.

Revenues from State and Federal government (excluding all student aid except Supplementary Education Opportunity Grants) grew the most in this decade—about 50 percent adjusted for inflation. Compared with other public 4-year institutions, however, the State appropriations for TBI's in general increased less than those for non-TBI's in the TBI States between 1971 and 1981. The next largest growth in revenues for TBI's was from tuition and fees, which increased 37 percent from 1971 to 1981 (adjusted for inflation). Most of the growth in tuition revenues derived from enrollment increases during this decade, rather than increases in tuition charges.

The sources of revenue which grew the least between 1971 and 1981 among the TBI's were endowment income and private gifts, grants, and contracts. During this period, the revenues from endowments and private sources barely kept pace with inflation.

A snapshot of the TBI revenue sources in fiscal year 1981 shows that both public and private TBI's relied more heavily on the Federal government as a source of revenue than do other institutions in the TBI States, even when most Federal student financial aid is excluded. The TBI's received a lower proportion of their revenue from students (in the form of tuition, room and board, etc.) than other institutions in the TBI States, yet a higher proportion of their expenditures went for student scholarships and services.

This reflects the lack of economic resources of many TBI students whose families have low incomes; in 1980, the median parental income of full-time freshmen in TBI's was about $8,800. Students from low-income families rely heavily on financial aid, primarily from the Federal government, to enable them to go to college.

The proportions of students in TBI's who participated in the four major Federal financial aid programs were much higher than those in non-TBI's. In 1980, about 8 out of 10 TBI full-time undergraduates received Basic Grants (now called Pell Grants); 3 out of 10 students participated in the Supplementary Education Opportunity Grant program and the College Work-Study program. The average amount received or earned by TBI students was higher than that of non-TBI students. In the National Direct Student Loan program, a higher proportion of TBI students participated than students in non-TBI's, but their loans were considerably smaller. The high degree of reliance of TBI students on Federal financial aid makes these programs vital to the institutional stability of TBI's, even though they are not institutional assistance programs.

There are two major legislative acts that have targeted Federal aid to the institutions themselves. The 1890 Second Morrill Act required the establishment of black land-grant colleges where land-grant colleges had been established for white students only. Along with other land-grant colleges, the 16 black land-grant institutions and Tuskegee Institute receive funds from the U.S. Department of Agriculture under a variety of programs for extension work, training, and research and development. The other legislative act was Title III of the Higher Education Amendments of 1965. This program awards funds to under-financed colleges which traditionally have been isolated from the mainstream of higher education for improvement of their faculty and administration, development of new curricula, student services, etc. During the 1970's, the amount of Federal funds awarded to TBI's in this program increased, but TBI awards composed a declining proportion of the total Title III funding. The regulations issued in 1982 included a special "set-aside" of funds for TBI's eligible to participate in the program; these regulations also stressed that all program participants should use Title III funding to "graduate" from the program.

## Employees

The TBI's employed almost 40,000 persons, 85 percent of whom worked full-time. Administrators accounted for 8 percent of the full-time employees in 1981; faculty accounted for another 37 percent. Blacks composed 90 percent of all the full-time administrators in the TBI's, although all of the chief executive officers of TBI's, except one, were black.

In 1981, the TBI's employed approximately 12,000 full-time faculty, a number which has remained fairly stable since the mid-1970's. The proportion of faculty with tenure has also remained about the same—at 44 percent—since 1975. Tenure rates for professors and associate professors were lower in the TBI's than among similar institutions in the TBI States, while the tenure rate for assistant professors was similar.

The 4-year TBI's had a lower proportion of their faculty at the rank of professor or associate professor, therefore relying more heavily on assistant professors and instructors as teaching faculty than did other institutions in the TBI States. The average salary of faculty in the TBI's tended to be lower than that of faculty in other institutions. Among 9-10 month faculty in 4-year institutions in the TBI States, the average salary and fringe benefits was about 10 percent lower in the TBI's than in non-TBI's in the TBI States, regardless of academic rank. The lower average salaries, rank, and tenure rates in TBI's versus other institutions may affect their recruiting ability to replace faculty who retire or leave, although these factors may not be the most important considerations for candidates who are especially committed to the TBI's or their students.

The TBI's employ a racially diverse faculty, including a large number of women faculty. In 1981, women accounted for 4 out of 10 faculty members and non-blacks accounted for 3 out of 10 faculty members in TBI's. Both public and private

TBI's employed a considerable number of white and Asian faculty; in fact, about 1 out of 4 faculty members in the TBI's are white.

The TBI's are still the major employers of black administrators and faculty in the Southern States. In 1981, the 2,900 black administrators in the TBI's accounted for over half of the black administrators employed in these States; and the 8,200 black full-time faculty in the TBI's accounted for about two-thirds of all black faculty employed in the TBI States.

## Facilities

The TBI's had a book value of over $2 billion for land, buildings, and equipment in 1981. Of this amount, the TBI's were indebted for about 16 percent, a proportion similar to the average for other institutions.

The library is a vital resource for both faculty and students, and to a large extent, the necessary book holdings of libraries are related to enrollment. Both the public and private 4-year TBI's had similar numbers of book volumes per full-time-equivalent student as the non-TBI's in the TBI States in 1982.

Another important facility for students is the dormitory. All but nine TBI's operate dormitories for their students. In 1982, the yearly charge for room and board averaged about $1,750 among TBI's. Room and board charges have increased significantly in recent years, especially in the public TBI's. Even with the increases, however, the average room and board charge at TBI's was still about 14 percent less than that in other institutions in the TBI States in 1982.

Three TBI's also operate hospitals, two of which are used in the clinical instructions of their medical students (Howard University and Meharry Medical College). Howard University also owns and operates a radio station and a public broadcasting television station.

## Students

The most important part of the TBI's is their students, but there is very little data on their students and how they have changed. However, the few references about students gleaned from this report indicate two trends in the characteristics of TBI students.

One is that the students and graduates of TBI's are becoming more racially diverse. Historically, the TBI's have not excluded non-black individuals from attending their institutions, although few such individuals chose to do so. The 1970's have brought an increasing number of non-black students into the TBI's. It is significant that 23,000 white students chose to enroll in TBI's in 1982, and that these students accounted for 1 out of 10 students in TBI's.

The second area of change in the characteristics of TBI students concerns their socioeconomic background. *The National Survey of Higher Education of Negroes* reported in 1942 that the students attending TBI's came from families with higher income and occupational status than most black families. In the 1970's, there was an increase in the proportion of black students from high socioeconomic backgrounds who enrolled in non-TBI's. Although TBI's still draw high socioeconomic students, it is clear that, on the average, many TBI students come from low-income families. This is reflected in the data in this report on the high proportion of TBI students using Federal student financial aid.

Compared to U.S. college students in general, TBI students have fewer financial resources than other college students. In 1980, the median parental income of full-time freshmen in TBI's was about $8,800, compared with $22,800 for all full-time freshmen in the United States. Almost two-thirds of the TBI freshmen expected to receive less than $500 in parental or family aid for their first year's educational expenses. Most of the TBI freshmen were the first generation of their family to attend college, as three-fourths of TBI students reported that their parents had never gone to college.

From this information, it is evident that many TBI students lack two types of assets that make college attendance and completion easier—financial resources and a family background of college attendance. In spite of this, the TBI's seem to be successful in retaining and graduating these students. One study indicated that the baccalaureate graduation rate of black students in TBI's was similar to that of whites in traditionally white institutions in the 1970's. It also found that baccalaureates from the TBI's were competitive with other students in terms of employment after graduation.

## Chapter I

# Statistical Overview of the Development of the TBI's: 1860-1970

The black colleges were founded and evolved in an environment unlike that of any other group of colleges—one of legal segregation and isolation from the rest of higher education. The population from which these colleges drew their students lived under severe legal, educational, economic, political, and social restrictions. The origin and development of the traditionally black institutions cannot be fully understood except in the context of the educational and socioeconomic status of the black population. Charts A and B on the inside covers of this report indicate some measures of this changing status of the black population since 1860. The status of the black population had a great impact on the development and direction of the black colleges, just as the black colleges greatly influenced the progress made by the black population to improve their legal, educational, economic, political, and social status in the United States.

## Early Development of Black Schools

In the 1860 Census, 4.4 million black persons were counted in the United States, most of whom lived in the Southern States and were held as slaves.[1] Prior to the end of the Civil War, teaching slaves to read or write was prohibited by law or social policy in most of the South, although there were exceptions. There were three black colleges founded before the Civil War: Cheyney University, Pa. (1837), Lincoln University, Pa. (1854), and Wilberforce University, Oh. (1856).[2] Still, formal education for most blacks was not available until after the Civil War, when the Freedmen's Bureau, the black communities and their churches, and freedmen's societies, philanthropists, foundations and churches from the North organized schools for blacks.

Through the efforts of these groups, the foundation of a separate education system for blacks was laid. The work of these groups was reflected in the increasing proportion of blacks 14 years and older in the Southern States who were able to write: 35 percent in 1890, 64 percent in 1910, and 78 percent in 1930.[3]

### Freedmen's Bureau

During the Civil War, Union troops organized camps for former slaves. Several generals of the Union army who were in charge of these camps appealed to Northern benevolent societies for aid in establishing schools for freedmen of all ages throughout the South. Aid from many Northern organizations followed in the form of money, textbooks, and teachers. Prominent among these benevolent societies were: New England Freedmen's Aid Society, New York National Freedmen's Relief Association, Pennsylvania Freedmen's Association, Western Sanitary Commission, Friends' Relief Association of Philadelphia, and African Methodist Episcopal Church Society. There was also international interest in the welfare of freedmen; foreign countries donated over a fourth of the aid monies received between 1862 and 1874.[4]

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[1] U.S. Department of Commerce, Bureau of the Census, *The Social and Economic Status of the Black Population in the United States: An Historical View, 1790-1978*, (Washington, D.C.: U.S. Government Printing Office), Series P-23, No. 80, p. 11.

[2] For more information on the higher education of blacks before the Civil War, see: Frank Bowles and Frank A. DeCosta, *Between Two Worlds* (New York: McGraw-Hill Book Company, 1971), pp. 11-26.

[3] Op. cit. *The Social and Economic Status of the Black Population in the United States: An Historical View, 1790-1978*, p. 91. Comparative data for whites in the Southern States are: 85 percent in 1890, 92 percent in 1910, and 96 percent in 1930.

The U.S. Congress created the Bureau of Refugees, Freedmen and Abandoned Lands in 1865, known as the "Freedmen's Bureau." This agency was responsible for military supervision of abandoned lands in the former Confederate States, and in 1868 education of the black population became an appropriated function. In cooperation with Northern benevolent societies already engaged in such work, the Freedmen's Bureau secured buildings and protected the schools. By the time the Bureau began to withdraw in 1870, it had helped to establish 2,677 schools, with almost 150,000 pupils and 3,300 teachers.[5] After the Freedmen's Bureau discontinuance in 1872, the benevolent societies, the Northern church denominations, and the black churches continued to support most of these black schools.

## Denominational Boards

Several Northern white church denominations and black denominations provided the major source of education for blacks in the South for more than 50 years after the Civil War. The black communities and denominations helped build the schools, supported the teachers, and contributed to the school funds.[6] Black denominations, such as the African Methodist Episcopal (AME), AME Zion, Negro Baptist, and the Colored Methodist Episcopal, supported schools which evolved into college-level institutions.

Northern denominations that were prominent in providing education for blacks in the South were the Congregationalists, Baptists, Methodists, and Presbyterians. Although their long-range aim was to provide college-level instruction, initially only instruction at the elementary and secondary levels was provided. This was necessary because of the inadequacy of public elementary schools and the paucity of public secondary schools for blacks in the South. The level of coursework in the private schools was raised in accordance with the progress of the students and with the amount of public effort in providing elementary and secondary education for blacks.[7]

## Public Education

After the Civil War, the reconstruction State governments began to establish the first public elementary/secondary school systems in the Southern States for both blacks and whites. Although overall funding was meager, there was little difference in the financial support reported for black and for white schools. In the beginning, expenditures for black schools were in accordance with the representation of blacks in the population, teacher salaries in black schools were equivalent to teacher salaries in white schools, and black schools were open about the same number of days as white schools.[8]

Public support for higher education for blacks began when Congress passed the Second Morrill Act in 1890. This legislation required States with dual systems of higher education to provide land-grant institutions for blacks as well as whites. As a result, some new public black institutions were founded, and some private black schools came under public control; eventually 16 black institutions were designated as land-grant colleges.

After reconstruction and the 1896 U.S. Supreme Court decision in *Plessy* v. *Ferguson* (upholding the "separate, but equal" doctrine), progress in public education for blacks stalled. The South was economically depressed and the cost of maintaining dual elementary/secondary school systems was high. Public expenditures per black student began to fall far below that per white student. By 1910, the average salary of teachers in black public schools was half that of teachers in white public schools; black schools were open an average of 101 days compared with 128 days for white schools. In 1915, the average amount spent in 13 Southern States for basic education of a black student was $4.01 compared with $10.82 for a white student.[9]

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[4] U.S. Department of the Interior, Bureau of Education, *Negro Education, A Study of the Private and Higher Schools for Colored People in the United States* (originally published in 1917 by the U.S. Government Printing Office, Washington, D.C.; reprinted in 1969 by Negro Universities Press, N.Y.), Volume I, pp. 296-297.

[5] Henry Allen Bullock, *A History of Negro Education in the South, From 1619 to the Present* (New York: Praeger Publishers, 1970), pp. 52-53.

[6] Freedmen's Aid Society of Methodist Episcopal Church, Annual Report, 1870, p. 12, cited in: Dwight Oliver Wendell Holmes, *The Evolution of the Negro College* (originally published in 1934 by Columbia College, N.Y.; reprinted in 1969 by McGrath Publishing Company, College Park, Md.), pp. 105-106.

[7] Op. cit., *The Evolution of the Negro College*, pp. 98-99.

[8] Op. cit., *A History of Negro Education in the South*, p. 86.

[9] *Ibid.*, pp. 177, 180, and 181. See source for a list of the 13 States.

## Northern Philanthropy

In the late 1800's, a number of wealthy citizens established education foundations to support and to stimulate public interest in education. Some philanthropists devoted explicit attention to improving education for white and black children in the South. The following large foundations had a major role in advancing education for black people in the South.

- In 1867, the Peabody Education Fund was begun to help establish public schools for whites and blacks in the South. After 1880, much of its funds were used to train teachers for these schools.
- In 1882, the John Slater Fund began assisting private black schools in their teacher-training programs, aiding 25 institutions by 1891. In 1911, the fund began to focus on the development of county training schools to provide industrial and agricultural training, with an "emphasis on the subjects pertaining to home and farm." Within 10 years, more than 100 of these schools had been established to prepare blacks for rural life and to train teachers for rural schools.[10]
- In 1903, the General Education Board was established by John D. Rockefeller. This organization contributed significantly to the endowments of 11 black colleges and provided for the preparation of teachers for black schools.
- In 1905, Anna T. Jeanes gave $200,000 to the General Education Board to improve black rural schools in the South. Two years later she donated one million dollars for county agents doing extension work and for salaries of teachers working in black rural schools. These teachers also raised money from black communities so that the public school term could be extended and new equipment bought.[11]
- In 1917, Julius Rosenwald established a fund to assist the rural black schools in the South by providing incentives to local communities for the construction of nearly 6,000 school buildings.[12] This fund also assisted black colleges by giving certain schools aid for promising students, strengthening library facilities, and financing advanced study for faculty.
- The Caroline Phelps-Stokes Fund was established in 1910 (and still exists today); this fund emphasized studies of the schools, their problems, and the effect of philanthropic aid in black education.

In some cases, philanthropic aid did stimulate State and local governments to provide more funds for the education of blacks, but often philanthropy substituted for government responsibility. As the cost of maintaining the growing black school system increased and as public support per black student decreased, principals and presidents of many black schools increased their efforts to solicit funds from private sources. Administrators of the Phelps-Stokes Fund felt that a systematic overview of black education was needed in order to help private organizations selectively fund black schools. They contributed monies to the Federal government for a study of black education, the results of which are discussed next.

# Study of Black Education in 1915

Between 1913 and 1915, representatives of the U.S. Bureau of Education conducted a comprehensive study of black schools that offered secondary or higher level courses.[13] Individual reports on their visits to each school, along with summary statistics, were published in *Negro Education: A Study of the Private and Higher Schools for Colored People in the United States.*

## Elementary and Secondary Education

Although the study of black schools emphasized secondary and postsecondary education, it found that only 58 percent of the black children in the South between the ages of 6 and 14 were attending school in 1915. Schools were not available in some areas for black children, and in many areas which had schools, they were described as inadequate and operating under adverse conditions such as dilapidated, overcrowded buildings, short school terms, limited funds, and a lack of trained teachers and equipment. At this time, the supply of trained teachers for elementary schools came primarily from graduates of secondary-level programs in normal schools.[14]

Adequate secondary education was prerequisite to the emergence of the black colleges. In 1915, there were 626 private schools and 121 larger public schools that offered secondary courses for black youth in the States with dual systems of education (table 1.1). Private schools enrolled half of the 24,000 black secondary students in 1915. Public schools were concentrated in the Southern cities, while private schools were found in both rural areas and the cities.

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[10] Edward E. Redcay, *County Training Schools and Public Secondary Education for Negroes in the South* (originally published in 1935 by the John F. Slater Fund, Washington, D.C.; reprinted in 1970 by Negro Universities Press, Westport, Ct.), p. 35.

[11] Op. cit., *Negro Education: A Study of Private and Higher Schools for Colored People in the United States*, Volume I, p. 35.

[12] Op. cit., *The Evolution of the Negro College*, pp. 177-178.

[13] Most data were gathered in the 1914-1915 school year; the rest in the 1913-1914 school year. Hereafter, school years are referred to simply by the year in which they end.

[14] In the early 1900's, there were often no clear delineations between the different levels of schools as they exist today. Among schools offering secondary-level programs, many also enrolled large numbers of elementary-level students, while some offered college-level courses to advanced students. Normal schools, i.e., public teachers "colleges" that offered less than a 4-year program, often enrolled secondary students also.

**Table 1.1—Enrollment in black schools offering secondary-level courses, by control/type: 1915**

| Control/type | Number of schools* | Secondary students | Elementary students |
|---|---|---|---|
| Total | 747 | 24,189 | 80,376 |
| Public[1] | 121 | 12,262 | 9,812 |
| Land-grant | 16 | 2,268 | 2,595 |
| State | 11 | 1,132 | 1,466 |
| City | 67 | 8,707 | 0 |
| County training | 27 | 155 | 5,751 |
| Private | 626 | 11,927 | 70,564 |
| Independent[2] | 119 | 2,241 | 12,273 |
| Northern denominational | 354 | 7,188 | 43,605 |
| Black denominational | 153 | 2,498 | 14,686 |

*Although these schools offered secondary-level courses, most still emphasized elementary education.

[1] Excludes approximately 200 small schools with only a few secondary students.

[2] Source tables revised in that Howard University is included in this category, rather than a separate category of "Federal".

SOURCE: Op. cit., *Negro Education: A Study of the Private and Higher Schools for Colored People in the United States*, Volume I, p. 115.

The public secondary schools for blacks emphasized vocational training, teacher training, and some academic education. Included in this group were the land-grant colleges. Although they were designated as colleges, only one offered any college-level work at that time.

The private secondary schools stressed academic preparation for higher education, and some were also able to provide college-level courses. The level of work offered was determined primarily by student progress and by the extent to which secondary education for blacks was provided by the public sector. Advancement toward college-level work in the private institutions was slow; the development of Talladega College is an example.

In 1867 a school for blacks was founded in Talladega, a small town in eastern Alabama. The Freedmen's Bureau assisted in buying the land and the building, and the American Missionary Association of the Congregational Church began training students there for teaching and the ministry. In 1892, 25 years after its founding, Talladega began to provide college-level work for two students. Another 20 years later, 4 percent of the students were enrolled at college level. By 1932, college enrollment composed half of the total enrollment at Talladega.

| Selected years | College enrollment at Talladega | As a percent of total enrollment at Talladega |
|---|---|---|
| 1892 | 2 | * |
| 1912 | 23 | 4 |
| 1922 | 123 | 24 |
| 1932 | 221 | 50 |

*Less than 0.5 percent.

SOURCE: Data taken from annual reports of the American Missionary Association, as reprinted in: Op. cit., *The Evolution of the Negro College*, p. 99.

## College-level Education

According to the Federal survey of black schools in 1915, there were 33 black institutions that enrolled about 2,600 students who were doing college-level work. However, these college-level students accounted for only one-fifth of the total enrollment in these 33 schools, as most of their students were doing secondary or elementary-level work (table 1.2).

**Table 1.2—Enrollment in black schools offering college-level work: 1915**

| Item | Number |
|---|---|
| Black schools providing college-level work.... | 33 |
| Total students in these schools ............... | 12,726 |
| Students doing college-level work: | |
| Total ...................................... | 2,637 |
| Enrolled in undergraduate programs ..... | 1,643 |
| Enrolled in first-professional programs... | 994 |
| Students doing secondary and elementary-level work ...................... | 10,089 |

SOURCE: Op. cit., *Negro Education, A Study of the Private and Higher Schools for Colored People in the United States,* Volume II, p. 16.

Of these 33 black institutions, only 3 were described as college-grade: Howard University (Washington, D.C.), and Meharry Medical College and Fisk University (both in Tennessee). While the other 30 institutions offered some college-level work, they were not considered "college-grade" because of their large secondary departments.

About one-third of the college students in these 33 black schools were enrolled in first-professional programs. Howard University and Meharry Medical College enrolled students in medicine, dentistry, and pharmacy; Howard also had the only black law school at that time. These two institutions provided the major avenues by which blacks could become doctors, dentists, and lawyers as Northern (white) colleges reported a total of 18 blacks in law schools and a combined black enrollment of 86 in medical, dental, and pharmaceutical schools.[15]

In addition to its first-professional programs, Howard University also offered undergraduate, graduate, and some secondary-level education.[16] Students enrolled in the medical, dental, pharmaceutical, and law schools accounted for 28 percent of Howard's enrollment in 1915; theological, graduate and undergraduate students, 40 percent; and secondary-level students, about 28 percent. At Fisk University, two out of five students were enrolled in undergraduate courses. Of its 288 college students, 40 percent were majoring in scientific fields, 20 percent in classical languages, and 13 percent in education.

Each of the three college-grade institutions relied on a different base of support. Howard University received 60 percent of its revenue from the Federal government,[17] Fisk University received 65 percent of its revenue from donations and Meharry Medical College received 70 percent of its revenue from student tuition and fees.

There were 30 other black schools that offered some undergraduate work: 2 were public, 1 was independent, and the other 27 were controlled by religious denominations (6 by black denominations) (table 1.3).

**Table 1.3—Black schools and number of college-level students enrolled, by control/type: 1915**

| Control/type | Number of black schools | Number of college-level students |
|---|---|---|
| Schools of college-grade: | | |
| Private independent ... | 3 | 1,694 |
| Other schools offering college-level work:* | | |
| Total .............. | 30 | 943 |
| Public ................ | 2 | 52 |
| State ................ | 1 | 40 |
| Land-grant .......... | 1 | 12 |
| Private .............. | 28 | 891 |
| Independent ......... | 1 | 44 |
| Black denominational . | 6 | 128 |
| Northern denominational | 21 | 719 |

*But not characterized as college-grade because of their large secondary departments.
SOURCE: Op. cit., *Negro Education, A Study of the Private and Higher Schools for Colored People in the United States,* Volume I, pp. 310-346 (Compilation by NCES; source table revised in that Howard University is classified here as private independent rather than "Federal", and Arkansas Baptist College is classified as black denominational rather than Northern denominational.)

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[15] Op. cit., *Negro Education, A Study of the Private and Higher Schools for Colored People in the United States,* Volume I, p. 59.

[16] The black colleges were not unique in preparing students for college work by providing secondary-level work. In 1890, about 33 percent of all students in U.S. colleges were doing necessary preparatory work; by 1914, this declined to about 16 percent. See: U.S. Department of the Interior, Bureau of Education, *Biennial Survey of Education, 1916-18,* Volume III (Washington, D.C.: U.S. Government Printing Office, 1919), p. 694.

[17] Although Howard University was a privately-controlled institution, it maintained a special relationship with the Federal government. Located in the Nation's Capital, Howard University was incorporated in 1867 by an act of Congress. In its early years, it was supported by the Freedmen's Bureau and private contributions. In 1879, the Federal government began granting annual subsidies to the University to supplement private funds.

Most black colleges relied on a variety of revenue sources: tuition, general donations, contributions for special purposes (student aid, building construction, repairs), endowments, benevolent society gifts, philanthropic funds, church appropriations, and private bequests. Many colleges had enterprising methods of securing needed revenue: selling products from farms and trade schools maintained on campus, renting surrounding farmland, operating kindergartens, or receiving contributions from the faculty. The Jubilee Singers of Fisk University conducted a world concert tour to obtain funds for construction of buildings. Fund-raising at these schools usually involved much of the president's time.

In 1915, the majority of the presidents were white. Of the 33 colleges, 20 had white men as presidents and 13 had predominantly white staffs. The 13 schools under the leadership of black presidents had no white staff. Among the schools with black presidents, five were under white denominational control, six were under black denominational control, and two were under public control.

Although the major goal of most of the first black colleges was to prepare teachers for the black elementary and secondary schools, the type of curriculum emphasis varied by the control of the college. The two public colleges offered more vocational courses[18] than academic courses. Most of the denominational schools emphasized teacher-training with a classical curriculum background (foreign languages, mathematics, history, and philosophy), although some were following the new trend in U.S. colleges of substituting social and physical sciences for some foreign language or mathematics requirements. Some black schools trained ministers and a few emphasized preparation for entrance into professional programs.

## World War I and its Aftermath

World War I brought about several changes in the black population that affected the development of the black colleges. Blacks began to migrate out of the Southern States in large numbers; it is estimated that between 1915 and 1919, a half million blacks moved North. Employment opportunities there were good since the war in Europe had drastically reduced immigration.[19] When the United States entered World War I in 1917, many black men served in the military. By the war's end in 1918, almost 400,000 blacks had served in the armed forces, half of whom went to France. About 42,000 had been assigned to combat duty while the rest were assigned to service units.[20] Black college graduates formed the core of the 1,200 black officers who served in World War I.

After the war, black pride, disillusionment, and protest emerged in many forms, one of which was student rebellion on several black college campuses. Students protested against their lack of control in the classrooms, the dorms, and the community. On many campuses, rules governing social conduct were relaxed, classes on black history were started, and blacks were given more administrative control. For example, in 1926, the trustees of Howard University offered the presidency to Mordecai Johnson, a black Baptist minister with degrees from Morehouse College, Chicago University, and Harvard University. Blacks were also named to major administrative and staff positions at the Veteran's Hospital at Tuskegee, which was built to serve black veterans who were barred from other government hospitals.[21]

There was considerable growth in the black colleges during the 1920's, in part because of an expansion in the number of high school students. Beginning in 1916, public education for blacks (and for whites) increased at the secondary level. The number of black students enrolled in public high schools in the United States increased from about 15,000 in 1916 to almost 100,000 in 1926 (chart 1.1).

As public high schools for blacks became more prevalent in the TBI States, many of the private black colleges phased out their secondary departments and focused on college-level work.

## Study of Black Colleges in 1927

The second Federal survey of black colleges,[22] conducted in 1927, revealed that there were 77 institutions offering collegiate work, an increase of 44 black colleges

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[18] The type of vocational curriculum recommended in the Federal survey report for elementary and secondary schools was: in the elementary grades, boys would be given manual training in woodwork and repairs about the schools, home and farm, while girls would be given domestic economy instruction in cooking, sewing, and housekeeping. At the secondary level, boys would be taught woodwork, bookbinding, shoe repair, harness repair and general repair work, whereas girls would be given further instruction in cooking, sewing, household maintenance, and home economics. Op. cit., *Negro Education, A Study of the Private and Higher Schools for Colored People in the United States,* pp. 90-93.

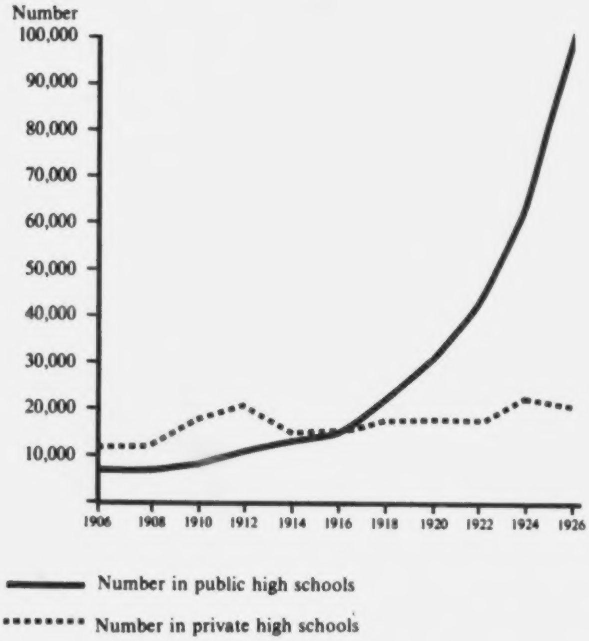
[19] John A. Garraty, *A Short History of the American Nation,* 2nd ed. (New York: Harper and Row, 1977), p. 387.

[20] Jack D. Foner, *Blacks and the Military in American History,* (New York: Praeger Publishers, Inc., 1974), pp. 111, 117, 119, 121, and 126.

[21] Raymond Wolters, *The New Negro on Campus, Black College Rebellions of the 1920's* (Princeton University Press, 1975), pp. 17-27, 37-191, and 341.

[22] U.S. Department of the Interior, Bureau of Education, *Survey of Negro Colleges and Universities* (originally published in 1929 by the U.S. Government Printing Office, Washington, D.C.; reprinted in 1969 by Negro Universities Press, N.Y.)

**Chart 1.1—Enrollment of black high school students in the U.S., by control of high school: 1906 to 1926**



Note: In 1926, two-thirds of the black high school graduates in the U.S. were in the TBI States.
SOURCE: U.S. Department of the Interior, Bureau of Education, *Statistics of the Education of the Negro Race, 1925-1926* (Washington, D.C.: U.S. Government Printing Office, 1928), p. 3.

from 1915. From 1915 to 1927, the number of public black colleges rose from 2 to 21 and the number of private black colleges increased from 28 to 56 (see tables 1.3 and 1.4). Although both the private and public sectors grew, it was the emergence of public higher education that laid the foundation for what would eventually become the largest sector of black institutions. Whereas the public sector enrolled only 4 percent of black college students in 1915, they enrolled 25 percent in 1927 (table 1.4). Fifty years later, public black institutions would enroll 70 percent of the students in the traditionally black institutions (TBI's).

## Enrollment and Degrees

The 77 black colleges in 1927 enrolled almost 14,000 college-level students, of whom almost half were women.[23] Among the public black colleges, the 14 land-grant colleges were well-established in offering higher education. They enrolled about 3,000 students and awarded almost 200 degrees. The seven State schools, which emphasized teacher-training, were just establishing 4-year collegiate departments. They enrolled about 500 college students, but awarded no degrees in 1927 (table 1.4).

Among the private black colleges, the nine independent schools enrolled almost 4,400 students and awarded 500 degrees in 1927. (Half of these students were enrolled in the largest black institution, Howard University.) The independent schools were run by boards of trustees with both white and black members. Many trustees were philanthropists, educators, businessmen, and leading local citizens.

**Table 1.4—Enrollment and degrees in black colleges, by control/type: 1927**

| Control/type | Number of black colleges | College enrollment | Degrees awarded* First | Degrees awarded* Advanced |
|---|---|---|---|---|
| Total | 77** | 13,860 | 983 | 211 |
| Public | 21 | 3,464 | 165 | 26 |
| Land-grant | 14 | 2,951 | 165 | 26 |
| State | 7 | 513 | 0 | 0 |
| Private | 56 | 10,396 | 818 | 185 |
| Independent | 9 | 4,349 | 365 | 140 |
| Black denominational | 16 | 1,980 | 116 | 20 |
| Northern denominational | 31 | 4,067 | 337 | 25 |

*Of the 77 black colleges, 54 awarded first degrees (bachelor's or first-professional) or advanced degrees (master's or second professional). The 23 colleges that did not confer degrees in 1927 were junior colleges or developing 4-year institutions that lacked a year or more of graduating their first class.
**Excludes two institutions (included in the survey) that did not offer college-level work.
SOURCE: Op. cit., *Survey of Negro Colleges and Universities*, pp. 51, 52, 54, and 55.

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[23] *Ibid.*, p. 53.

**Table 1.5—Sources of revenue, by control of TBI's: 1927**

| Sources of revenue | Control of black colleges | | | |
|---|---|---|---|---|
| | Public | Independent | Black denominational | Northern denominational |
| Total amount (in thousands) | $3,202 | $2,350 | $1,072 | $1,938 |
| | (Percentage distribution) | | | |
| Total percent | 100 | 100 | 100 | 100 |
| State government | 60 | 1 | [1]26 | * |
| Federal government | 8 | [2]10 | 0 | 0 |
| Church appropriations | 1 | 1 | 37 | 39 |
| Student fees | 14 | 20 | 25 | 27 |
| Gifts for expenses | 4 | 30 | 2 | 8 |
| Interest on endowment | * | [3]36 | 1 | 9 |
| Income from sales/services | 10 | 1 | 1 | 5 |
| Other sources | 5 | 2 | 7 | 11 |

*Less than 0.5 percent.

Note: Details may not add to total because of rounding.

[1] One college, Wilberforce University, received almost all of this State revenue. The State of Ohio funded and controlled the Wilberforce normal and industrial department, which later evolved into Central State University.

[2] Howard University received 85 percent of these Federal funds.

[3] Interest on endowments for Hampton Institute and Tuskegee Institute comprised 86 percent of the total for independent TBI's.

SOURCE: Op. cit., *Survey of Negro Colleges and Universities,* pp. 10, 15, and 18. Aggregate data for Northern denominational colleges calculated by NCES.

The 16 colleges under black denominational control, usually run by representatives within the State church organizations, were somewhat smaller than the independent colleges. In total, they enrolled about 2,000 students and awarded 136 degrees in 1927. The report stated that these black denominational schools represented the efforts of blacks to build their own institutions of higher education. In spite of the general lack of wealth among Southern blacks, black denominational schools expended the same amount of revenue per student ($540) as the independent colleges.[24]

The 31 colleges associated with Northern denominations were usually administered from distant church headquarters. These colleges comprised the second largest segment of black colleges, enrolling 4,000 college students and awarding 350 degrees in 1927 (table 1.4). This group of colleges had the lowest average amount of revenue per student ($478).

## Sources of Revenue

In the public black colleges, the State governments provided about 60 percent of their total revenue in 1927, the same proportion as in 1915. Revenue from tuition and fees increased from 4 percent to 14 percent in those same years (table 1.5).[25]

Among the private independent colleges, endowment interest supplied a third of their revenue; however, Hampton Institute and Tuskegee Institute accounted for most of this endowment interest. Gifts, many of them from philanthropists, accounted for almost another third of their revenue. Tuition and fees paid by students amounted to 20 percent of the total revenue in 1927.

Among the black and Northern denominational schools, the church organizations provided an average of almost 40 percent of the revenue. This varied from denomination to denomination, however, with church support ranging from 15 percent to 82 percent of the total revenue. Student fees contributed about a fourth of the income at both the black and Northern denominational schools. For the Northern denominational colleges, gifts and endowment interest were also significant sources of revenue.

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[24] *Ibid.,* pp. 6-7; calculations made by dividing revenue in table 1.5 by enrollment in table 1.4.

[25] Data for 1915 was obtained from: *A Study of the Private and Higher Schools for Colored People in the United States,* p. 312; calculations by NCES.

## Faculty Characteristics

The 1927 survey reported that the proportion of white teachers was decreasing in the independent and Northern denominational colleges, although no specific data were provided in the report.[26] The public and black denominational colleges continued to be staffed with black faculty only.

In 1927, there were over a thousand faculty who were devoting all or part of their time to college classes; of these, 86 percent had earned their first degree (baccalaureate or professional degree). In addition, most of these teachers had taken one or more years of graduate work, and a third had obtained an advanced degree.

| Control/type | Percent of faculty in 1927 with advanced degrees* |
|---|---|
| Public | |
| Land-grant | 19 |
| State normal | 21 |
| Private | |
| Independent | 34 |
| Black denominational | 24 |
| Northern denominational | 31 |

*Master's doctor's, or second-professional degrees. Excludes first-professional degrees.
SOURCE: Op. cit., *Survey of Negro Colleges and Universities*, p. 39.

The 1927 survey report states that "the average teacher in the college, as well as the administrator, is getting minimum compensation while he is required to pay a high price in order to qualify for permanent service." Educational standards in States that required graduate degrees placed "insuperable demands" on the majority of faculty in the black colleges.[27] In addition to heavy teaching loads and low salaries,[28] faculty members were required to obtain graduate education—education which was largely unavailable to them because of segregation in the region where they taught. Although a few of the black colleges offered professional or graduate programs, the majority of faculty members had to work on their post-baccalaureate degrees during the summer in institutions outside the States with segregated systems of education, including universities in Europe. The development of professional and graduate programs in the black colleges were dependent on obtaining faculty with advanced degrees, having financial resources, and enrolling sufficient numbers of students. The black colleges were financially strapped, and their black faculty could not obtain graduate education in other institutions in the region, hence the development of graduate education in the TBI's was very slow.[29]

Faculty, especially those in the sciences, were hampered by the lack of laboratory equipment and supplies. The 1927 survey report stated that "one of the most encouraging features of the survey was the presence of a goodly number of relatively young teachers of science who had taken advanced training in their fields of specialization in leading universities in the country." However, many could not conduct necessary experiments in their biology, chemistry, or physics classes because of the lack of equipment.[30] Also, the report stated that the libraries were one of the most serious deficiencies in the black colleges.[31]

Lack of financial resources and the limitations placed upon the faculty and the institutions by segregation were having deleterious effects on the development of the black colleges. While the 1927 survey documented the progress in the development of black colleges in the preceding decade, the report stated that the development of colleges for blacks "must be greatly increased" and that "the next step in advance is the development of high-grade institutions offering genuine opportunities for research and graduate work."[32]

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[26] Op. cit., *Survey of Negro Colleges and Universities*, p. 37.

[27] *Ibid.*, p. 43.

[28] *Ibid., pp. 42 and 44-46.*

[29] Beginning in 1935, most of the legal suits that challenged the "separate but equal" principle in higher education arose out of the lack of graduate and professional schools for blacks in States with dual systems of education. See: Reed Sarrat, *The Ordeal of Desegregation* (N.Y.: Harper & Row, 1966), p. 125.

[30] Op. cit., *Survey of Negro Colleges and Universities*, pp. 47-51.

[31] *Ibid*, p. 46-47.

[32] *Ibid*, p. 56.

**Table 1.6—Enrollment and degrees in black colleges, by control/type: 1936**

| Control/level | Number of black colleges | College enrollment | | | Number of degrees awarded (bachelor's or higher) |
|---|---|---|---|---|---|
| | | Regular term | Summer session | Other* | |
| Total ................ | 121 | 33,743 | 22,510 | 14,705 | 3,460 |
| Public | | | | | |
| 4-year................. | 28 | 12,336 | 12,773 | 9,154 | 1,490 |
| 2-year................. | 7 | 1,269 | 710 | 284 | 0 |
| Private | | | | | |
| 4-year................. | 58 | 17,747 | 7,986 | 5,025 | 1,970 |
| 2-year................. | 28 | 2,391 | 1,041 | 242 | 0 |

*Includes extension courses, correspondence courses, and short courses.
SOURCE: Op. cit., *Statistics of the Education of Negroes, 1933-34 and 1935-36.* Data derived from tables on pp. 37-43, revised in that teacher-training colleges are included here in the 4-year category (rather than a separate category as in the source table), although some of these colleges did not yet award bachelor's degrees.

## Black Colleges in the 1930's

After the *Survey of Negro Colleges and Universities* was published in 1929, enrollment in these colleges began to decline because of the economic depression. Revenues of TBI's declined not only from loss of tuition, but also from a decrease in church support, gifts for the colleges, and scholarships for students. As a result, colleges made cuts in operating expenses and faculty salaries. At Fisk University, for example, department budgets were cut 28 percent in 1931, and by 1933, most faculty had taken a 15 percent cut in salary.[33]

During the depression, some students stayed in school at the secondary level because there was no work. In the States with dual systems of education, the percent of black youth 15 to 19 years old enrolled in public high schools increased from 10 percent in 1929 to almost 14 percent in 1932.[34] In 1936, it was estimated that there were 18,500 graduates from black public high schools in the States where the black colleges were located.[35] The increasing number of graduates from public high schools produced a larger pool of students eligible for college, and the black colleges further decreased their preparatory (secondary-level) instruction. From 1931 to 1936, the proportion of preparatory students in black colleges declined from 24 percent to 17 percent of the total enrollment.[36]

A compilation of Federal statistics showed that in 1936, there were 121 black institutions of higher education of which 65 granted degrees based on four or more years of study (table 1.6). Public black institutions now provided a significant part of the higher education available to blacks. In 1936, they accounted for 40 percent of black college students in the regular term and 62 percent of the black college students in the summer session, extension and correspondence courses.

In addition to the 34,000 students enrolled in the regular term, there were almost 23,000 students enrolled in the summer session, and another 15,000 in extension, correspondence, and short courses in 1936. The large enrollment in the summer session and other courses at the black colleges reflected in part the efforts of black elementary and secondary teachers to further their education.

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[33] Joe M. Richardson, *A History of Fisk University, 1865-1946* (University, Alabama: The University of Alabama Press, 1980), pp. 122-123.

[34] In 1929, the only year for which comparable data were available, 34 percent of white youths 15 to 19 years of age in these States were enrolled in public high schools. Source of 1929 data: U.S. Department of the Interior, Office of Education, *Secondary Education for Negroes* (originally published in 1933 by the U.S. Government Printing Office, Washington, D.C.; reprinted in 1969 by Negro Universities Press, N.Y.), pp. 13-14. Source of 1932 data: op. cit. *County Training Schools and Public Secondary Education for Negroes in the South,* p. 59. Note: Both sources used 1930 Census data for the base number of blacks 15 to 19 years old.

[35] U.S. Department of the Interior, Office of Education, *Statistics of the Education of Negroes, 1933-34 and 1935-36* (Washington, D.C: U.S. Government Printing Office, 1939), pp. 4 and 8.

[36] *Ibid.,* p. 11

About three-fourths of the elementary teachers and a fifth of the secondary teachers in black schools had less than three years of college work.[37] Although the black colleges could provide training for black elementary and secondary teachers, they could provide only limited graduate education by which black college faculty might increase their professional status. In 1936, only six black colleges, all private, offered graduate work.[38]

Among the States that required separate colleges for blacks and whites, nine had no provisions for public graduate education for their black residents. Another nine States had provisions for scholarship aid to send their black residents out-of-State,[39] and three offered (or were planning to offer) some graduate education in their black State colleges.[40] In 1938, however, the U.S. Supreme Court decided in the *Gaines'* case that "the State was bound to furnish [to Negroes] *within its borders* facilities for . . . education substantially equal to those which the State has afforded to persons of the white race."[41] Equal educational facilities for whites and blacks could be provided by either admitting blacks and whites to the same institutions or establishing duplicate graduate offerings in the black and white public colleges. In some States, a few black students were admitted into graduate programs in the white institutions (most by court order), while in other States, graduate schools in the black colleges were established.

## Study of Black Colleges in 1942

In 1942, the Federal government published the *National Survey of the Higher Education of Negroes,* which examined the progress and problems of the black colleges within a social, economic, educational, and political context. Of the 12 million blacks in the U.S., over three-fourths lived in the States where separate schools and colleges were legally mandatory. While the educational opportunities for both white and black children were relatively poor in these States, a black child received, on the average, a little more than a third of the amount of school funds allotted per white child. The school term for black children was one to three months shorter and their teachers were paid lower salaries than white teachers with comparable training.[42]

These States were largely rural and their economy based primarily on agriculture. Among black workers in the Southern States in 1940, 40 percent were farm workers (of these, four-fifths were sharecroppers), 30 percent were service workers, 25 percent blue-collar workers (of these, over half were laborers), and 4 percent were white collar workers. Black families in the Southern States had an average income of about a third of that of white families.[43]

The low incomes of many black families made the cost of a college education prohibitive. Data from the *National Survey of the Higher Education of Negroes* indicated that the parents of students in the black colleges had higher average incomes and occupational status than other black parents. About 20 percent of the fathers of seniors in the TBI's were in professional occupations.[44]

Income from tuition and student fees were becoming an increasingly important source of revenue of the black colleges, especially those in the private sector. Between 1930 and 1938, the percent of total revenues accounted for by tuition increased from 10 to 15 percent in the public colleges, and from 23 to 32 percent in the private black colleges. Among the private TBI's, the amount of endowment income remained about the same, while the amount of income from gifts declined 50 percent. The public TBI's had slight increases in the amount of revenue from State and Federal government sources.[45]

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[37] *U.S. Department of the Interior, Office of Education, National Survey of the Education of Teachers: Education of Negro Teachers* (originally published in 1933 by the U.S. Government Printing Office, Washington, D.C.; reprinted in 1970 by Negro Universities Press, Westport, Ct.), pp. 10 and 32. These data were based on the survey responses of about 10,000 elementary teachers and 2,000 secondary teachers in black schools in States with dual systems of education.

[38] Op. cit., *Statistics of the Education of Negroes, 1933-34 and 1935-36,* pp. 38-39.

[39] From an amount appropriated each year, these States would provide a subsidy for qualified black State residents who wanted to enroll in a field of graduate education offered in their white State institutions to enable them to attend an out-of-State institution.

[40] Fred McCuiston, *Graduate Instruction for Negroes,* (Nashville, Tn.: George Peabody College for Teachers, 1939), p. 70.

[41] Op. cit., *The Ordeal of Desegregation,* p. 125. Lloyd Gaines, a black resident of Missouri, sought entrance to the University of Missouri Law School (*State of Missouri, at the relation of Lloyd Gaines, Petitioner, v. S.W. Canada, Registrar of the University of Missouri, and the Curators of the University of Missouri,* U.S. Supreme Court, October Term 1938).

[42] Federal Security Agency, U.S. Office of Education, *National Survey of the Higher Education of Negroes* (Washington, D.C.: U.S. Government Printing Office, 1942), Volume I, p. 42.

[43] Op. cit., *The Social and Economic Status of the Black Population in the United States: An Historical View, 1790-1978,* p. 75. In the Southern States, black families had an average income of $566 in rural communities and $635 in cities (of over 2,500 population), compared with an average income for whites of $1,535 and $2,019, respectively, in 1935.

[44] Op. cit., *National Survey of the Higher Education of Negroes,* Volume II, pp. 40-45. This data was obtained from a representative sample of 1,546 seniors from 52 of the 80 4-year TBI's which participated in the survey (1939-40 school year). The median family income for black college seniors was $1,048.

[45] *Ibid.,* Volume II, p. 5. This portion of the survey was based on a trend analysis of 20 public and 16 private black colleges.

The 1942 report included an intensive study of the faculty in 24 black colleges, which indicated that since the 1927 survey there had been considerable progress in increasing the proportion of faculty with advanced degrees. Among faculty in the black colleges, 78 percent had master's degrees and 7 percent had doctorates. Although two-thirds of the faculty teaching in the black colleges had received bachelor's degrees from a black college, only 12 percent of the faculty had received their master's degrees from one. Because no TBI's offered doctor's degrees, all the faculty with doctorates had earned them from non-black colleges.[46]

The survey further compared the offerings of the black colleges with those available in white colleges in the same States. Although the report stated that both blacks and whites were receiving the same general kind of undergraduate education "except in mechanic arts and engineering fields, and possibly in commerce", the scope of offerings in the black colleges was much narrower than in other colleges where more fields of specialization were available. Graduate work in the black colleges was limited. In the States that operated dual systems of education, there were 891 graduate programs in the public white colleges and only 38 in the public black colleges in 1939.[47] The report also stated that almost all of the nine States with out-of-State scholarship aid programs had insufficient annual appropriations to meet the demand for graduate and first-professional education by their black residents.[48]

## TBI's from World War II to the *Brown* Decision

Between fall 1941 and fall 1943, the number of men enrolled in the black colleges was cut in half, as students (and faculty) left to join the military.[49] About one million blacks served in segregated units in the Armed Forces during World War II, half of whom went overseas. Although the majority were concentrated in the military service units, a number of blacks served as commissioned officers (about 8,000), pilots, and nurses,[50] many of whom received their education in the black colleges.

A sample survey of the enlisted men in 1945 indicated that after discharge, many black soldiers planned to go to college full-time, either as returning students or first-time freshmen.

| Education already completed | Percent of black enlisted men with plans to attend college full-time after discharge |
|---|---|
| High school (4 years)... | 24 |
| College, 1 to 3 years ... | 40 |
| 4 years college ........ | 5 |

SOURCE: Federal Security Agency, U.S. Office of Education, *Postwar Education of Negroes* (Washington, D.C.: Office of Education, 1946), pp. 8-9.

Following World War II, veterans flooded the college campuses, using the GI Bill of Rights to help finance their education. This was the first time students had Federal government aid to pay for their education. In 1947, veterans comprised over a third of the enrollment in the black colleges, and remained a significant factor in TBI enrollment until 1950 (table 1.7).

The decline in the number of veteran students was reflected in the declining number of men in the TBI's. From 1948 to 1952, male enrollment decreased from 38,000 to 29,000, while female enrollment increased from 32,000 to 40,000. By 1953, women outnumbered men at all levels of enrollment, including the graduate level (table 1.8).

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[46] *Ibid.*, Volume III, pp. 14-15.

[47] Op. cit., *National Survey of the Higher Education of Negroes*, Volume II, p. 14.

[48] *Ibid.*, Volume II, pp. 21-22.

[49] Federal Security Agency, U.S. Office of Education, "Estimated Changes in Volume of Activity in Higher Education Institutions, 1941-45", Statistical Circular, January 1946, p. 5. Data were estimated from a sample of 26 black colleges.

[50] *Op. cit., Blacks and the Military in American History*, pp. 134 and 150.

**Table 1.7 —Veteran enrollment in TBI's and other institutions in the TBI States: 1945 to 1952**

| Fall of year | TBI's |  | Veterans as a percent of all students |  |
|---|---|---|---|---|
|  | Number of veterans | Total students | TBI's | Other institutions in the TBI States |
| 1945* | — | 44,000 | — | — |
| 1946* | 18,216 | 58,842 | 31 | 48 |
| 1947 | 26,306 | 74,173 | 35 | 41 |
| 1948 | 22,526 | 70,644 | 32 | 44 |
| 1949 | 19,320 | 70,431 | 27 | 39 |
| 1950 | 13,562 | 69,651 | 19 | 26 |
| 1951 | 7,985 | 66,290 | 12 | 20 |
| 1952 | 4,222 | 68,375 | 6 | 12 |

*Estimated from sample data.
—Not published in the Fall Enrollment report for this year.

**Table 1.8 — Enrollment, degrees, and faculty in the black institutions of higher education, by level and control: Academic year 1953-1954**

| Item | Total | 4-year |  | 2-year |  |
|---|---|---|---|---|---|
|  |  | Public | Private | Public | Private |
| Number of colleges | 106 | 36* | 54 | 5 | 11 |
| Enrollment: |  |  |  |  |  |
| Regular | 75,146 | 42,162 | 30,772 | 957 | 1,255 |
| Men | 31,712 | 17,037 | 13,662 | 560 | 453 |
| Women | 43,434 | 25,125 | 17,110 | 397 | 802 |
| Graduate | 3,207 | 2,054 | 1,153 | — | — |
| Men | 1,351 | 802 | 549 | — | — |
| Women | 1,856 | 1,252 | 604 | — | — |
| Summer | 44,331 | 27,453 | 16,126 | 436 | 316 |
| Men | 12,601 | 7,426 | 4,795 | 319 | 61 |
| Women | 31,730 | 20,027 | 11,331 | 117 | 255 |
| Extension, correspondence and short courses | 5,201 | 3,489 | 1,533 | — | 86 |
| Earned degrees: |  |  |  |  |  |
| Bachelor's and first-professional | 11,903 | 6,968 | 4,935 | — | — |
| Master's | 1,306 | 961 | 345 | — | — |
| Faculty | 7,302 | 3,933 | 3,100 | 91 | 178 |

*Includes 14 teachers colleges.
Note: By 1948, sub-collegiate enrollment had practically been eliminated. See: Federal Security Agency, Office of Education, "Statistics of Negro Colleges and Universities: Students, Staff, and Finances, 1900-1950," Circular No., 293, April 1951.
SOURCE: U.S. Department of Health, Education, and Welfare, U.S. Office of Education, *Biennial Survey of Education in the U.S., 1952-54* (Washington, D.C.: U.S. Government Printing Office, 1957), Chapter I, pp. 80-81.

In 1953, the black colleges enrolled 3,200 students at the graduate level, two-thirds of whom were in public black colleges (table 1.8). The increase in graduate programs in the public TBI's reflected three U.S. Supreme Court decisions in which the "separate, but equal" principle of *Plessy* v. *Ferguson* was applied to graduate or professional education:

- A State must offer schooling for blacks as soon as it provides it for whites—(1948, *Sipuel* v. *University of Oklahoma*).
- A black student "must receive the same treatment at the hands of the State as students of other races"—(1950, *McLaurin* v. *Oklahoma;* McLaurin had been admitted to the university but was segregated in a section outside the classroom).
- A State must provide facilities for blacks equal in quality to those for whites—(1950, *Sweatt* v. *Painter;* Sweatt had been denied admission to the University of Texas Law School; the State courts gave Texas six months to set up a law school for blacks equal to that for whites at the University of Austin. Sweatt refused to enroll in the black school; the U.S. Supreme Court wrote in their opinion that "the University of Texas Law School possesses to a greater degree those qualities which are incapable of objective measurement, but which make for greatness in a law school").[51]

Black students increasingly were admitted into some traditionally white graduate and professional schools if their program of study was unavailable in the traditionally black institutions. Therefore, desegregation in higher education began at the post-baccalaureate level. Not until years after the 1954 U.S. Supreme Court decision in *Brown* v. *Board of Education* (which held that "separate educational facilities are inherently unequal") did blacks begin to enroll in undergraduate education in most traditionally white institutions in the South. Although the *Brown* decision applied to elementary and secondary public education, its principle was extended to higher education by the U.S. Supreme Court, which declared in 1956 that black applicants were entitled to "prompt" admission to white institutions.[52]

# Desegregation and the TBI's

Some of the public TBI's were affected immediately by the *Brown* decision; a few closed or merged into predominantly white institutions while some began to enroll an increasing number of white students.* For some public TBI's, the prospect of desegregation strengthened their position in obtaining State appropriations.[53]

While the speed of desegregation in the traditionally white colleges and universities varied among States, the Southern Regional Education Board estimated that overall only 17 percent of the public white institutions in the South had admitted black students by 1961. By 1963, there were some public white colleges in each of the Southern States that admitted black students, although it is not known how many. However, it is estimated that in 1965, over three-fourths of black college students in the South still attended black colleges; by 1970, this was down to 60 percent.[54]

Both the traditionally white colleges in the South and the TBI's were enrolling increasing numbers of black students, although the increases in the TBI's were not as large. Both the TBI's and the non-TBI's were drawing their black students from an expanding pool of black high school graduates. The rate of high school graduation for black youth (20 to 24 years old in the Southern States) increased from 18 percent in 1950 to 57 percent in 1970. However, the proportion of black high school graduates who went on to college (and completed a year or more) declined from 38 percent in 1950 to 32 percent in 1970.[55]

Beginning in the mid-1960's, black students had access to more financial resources to attend college—from their families and from government aid. The percent of black families in the Southern States with incomes of $15,000 or more rose from 4 percent in 1964, to 10 percent in 1969, to 13 percent in 1974.[56] The Federal government increased the availability of financial aid for low-income students in the Higher Education Act of 1965. The increased availability of financial aid, rising incomes, a growing population of black youth, increasing high school graduation rates, and lessening discriminatory barriers to white institutions, all contributed to the tremendous growth in higher education enrollment of blacks in the South (and nationally) during the late 1960's.

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[51] Op. cit., *The Ordeal of Desegregation*, pp., 125-126.

[52] U.S. Commission on Civil Rights, *The Black/White Colleges: Dismantling the Dual System of Higher Education*, Clearinghouse Publication 66, April 1981, p. 7.

*Storer College (W.V.) was closed; Stowe Teacher's College (Saint Louis, Mo.) and Miners Teacher's College (D.C.) were merged into the predominantly white teachers colleges in their cities; and Bluefield and West Virginia State Colleges began to enroll increasing numbers of whites from the surrounding communities. Later, Florida closed its system of eight black junior colleges which had been housed in high schools.

[53] Op. cit., *The Black/White Colleges: Dismantling the Dual System of Higher Education*, pp. 136-137.

[54] James R. Mingle, *Black Enrollment in Higher Education: Trends in the Nation and the South* (Atlanta, Ga.: Southern Regional Education Board, 1978), p. 8.

[55] *Ibid.*, p. 9. Comparable data for whites 20 to 24 years old in the Southern States are: High school graduation rates increased from 45 percent in 1950 to 75 percent in 1970; the proportion of white high school graduates who went to college increased from 38 percent in 1950 to 48 percent in 1970.

[56] Adjusted for inflation. Op. cit., *The Social and Economic Status of the Black Population in the United States: An Historical View, 1790-1978*, p. 38.

In 1970, almost two-thirds of the 213,000 black full-time undergraduates in the TBI States were enrolled in the TBI's. The 80,000 black undergraduates in the non-TBI's in the TBI States comprised 4.3 percent of the total enrollment in these institutions. In 1970, the NAACP Legal Defense Fund brought a class action suit against the U.S. Department of Health, Education and Welfare to enforce Title VI of the Civil Rights Act of 1964. This case (called *Adams*) maintained that 10 States were operating public institutions of higher education that practiced segregation and discrimination. Eventually, all 19 States where TBI's are located became involved in desegregation cases or investigations.[57] The *Adams* States have had to submit plans to desegregate their State systems of higher education according to the following criteria set forth by Judge Pratt in 1977:

- Disestablishment of the structure of the dual system of higher education
- Desegregation of student enrollment on a statewide basis to maximize access and completion for black students at all levels
- Desegregation of faculty, administrative staff, nonacademic personnel, and governing boards
- Establishment of an ongoing system of monitoring and evaluation of the process of the plan implementation.

The *Adams* case has had important implications for the TBI's in general, and those under State control in particular. One of the *Adams* criteria requires that States strengthen their public black colleges and universities so that they have facilities, quality and range of programs, degree offerings, faculties, student assistance, etc., comparable to those in traditionally white institutions in order to effectively compete with non-TBI's for students. At the same time, the non-TBI's are required to increase the number of black students and faculty on their campuses.

Although the TBI's and non-TBI's have drawn their black students from an expanding pool of high school graduates, there may have been a shift in the type of students who enrolled in the TBI's during the 1970's. One study of black freshmen indicates that there was a shift of high-achieving, high socioeconomic students from the traditionally black colleges to the traditionally white colleges.[58] And while the pool of black high school graduates from which TBI's and non-TBI's draw their students continued to increase during the 1970's, it may stabilize during the 1980's (see Chapter IV). The TBI's and non-TBI's may also have increasing competition for black faculty and administrators.

In addition to the *Adams* case and desegregation in general, the increase in Federal student financial aid made the 1970's a decade of major transitions for the TBI's. The following chapters of this report provide data describing changes in the TBI's from 1970 to the early 1980's in terms of their enrollment, degree awards and curriculum, finance, and their contribution to the education of black youth.

## For Further Reading

If the reader wishes to go beyond the statistical orientation of this overview of the history of the traditionally black institutions, see:

John E. Fleming, *The Lengthening Shadow of Slavery* (Washington, D.C.: Howard University Press, 1976) for a definitive history of black higher education.

John A. Garraty, *A Short History of the American Nation* (New York: Harper and Row, 1977) for a general summary of historical events during the development of the black colleges.

The bibliography in Appendix 1.B also lists other references that may be useful.

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[57] All the TBI States except the District of Columbia (where the only public institution is a TBI) became involved in desegregation cases during the 1970's. When the *Adams* case was first filed in 1970, 10 States were cited: Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Pennsylvania and Virginia. In a separate case in 1968, Tennessee was charged with maintaining vestiges of a segregated higher education system, eventually leading to a merger in 1979 of Tennessee State University (a TBI) with the University of Tennessee, both in Nashville. In 1978-79, the U.S. Office for Civil Rights investigated the higher education systems in eight other States (Alabama, Delaware, Kentucky, Missouri, Ohio, South Carolina, Texas, West Virginia). The Office for Civil Rights has accepted the plans of some States and is negotiating the plans of other States. See: "Status of Desegregation Cases in 19 States", Chronicle of Higher Education, June 1, 1983, p. 17.

[58] D.S. Webster, R.L. Stockard, and J.W. Henson, "Black Student Elite: Enrollment Shifts of High-Achieving, High Socio-Economic Status Black Students from Black to White Colleges During the 1970's", *College and University*, Spring 1981, pp. 283-291.

## Chapter II

# Enrollment and Residence Profile of TBI Students

This chapter describes enrollment changes within sectors of the TBI's since 1954 and then discusses current enrollment size of the TBI's compared to that of other institutions in the TBI States. A profile of the enrollment of students within the TBI's describes where they are enrolled, at what levels of study, their attendance status, and the sex and racial composition of the student bodies. The chapter concludes with an indepth analysis of the States and foreign countries from which TBI's draw their students.

## Changes in Enrollment

The TBI's as a group had experienced almost continual growth in enrollment until 1980. Like other colleges, enrollment in TBI's grew tremendously in response to an increased demand and support for higher education in the United States in the 1960's. The early 1970's saw the largest increases in enrollment in the TBI's. Part of the growth may be attributed to reduced barriers to higher education, including student financial aid programs (especially the Basic Educational Opportunity Grants which began in 1972). Enrollment growth in the TBI's slowed in the late 1970's and then began to stabilize in the early 1980's.

During this period, the public sector—the State and the land-grant colleges and universities—enrolled more and more of the students attending TBI's. After 1954, when *Brown* v. *Board of Education* was decided, enrollment in public TBI's tripled, while enrollment in private TBI's doubled (chart 2.1).

## Growth in the 1970's

The 1970's were a decade of growth for most TBI's. From 1970 to 1980, the number of students enrolled in TBI's increased from about 170,000 to 222,000. Of this 52,000 increase, 40,000 was in the public 4-year TBI's (table 2.1). These colleges were the fastest growing segment of TBI's in the 1970's, and in fact, their growth exceeded that of other public 4-year colleges in the TBI States.[1]

Even among public 4-year TBI's, enrollment growth in the 1970's varied considerably by the type of institution. The comprehensive and major doctoral TBI's, both public and private, were able to continue their enrollment growth into the late 1970's, while the public and private general baccalaureate and specialized TBI's began to lose enrollment after 1975 (table 2.1).

Both public and private 2-year TBI's lost enrollment from 1975 to 1980. However, the public 2-year TBI's had an overall increase of 26 percent from 1970 to 1980, while the private 2-year TBI's lost most of the enrollment in the last half of the 1970's that they had gained in the early 1970's. The private 2-year colleges were the only segment of TBI's that did not have a significant overall gain in enrollment during the 1970's.

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[1] From 1970 to 1980, enrollment rose 39 percent in public 4-year TBI's and 26 percent in public other 4-year colleges (excluding universities) in the TBI States. While the number of TBI's remained the same, an unknown proportion of the increase for non-TBI's was due to the change in the total number of colleges eligible to report enrollment as public other 4-year colleges—from 176 colleges in 1970 to 229 colleges in 1980.

**Chart 2.1 — Enrollment in TBI's by control and level: 1954 to 1982**

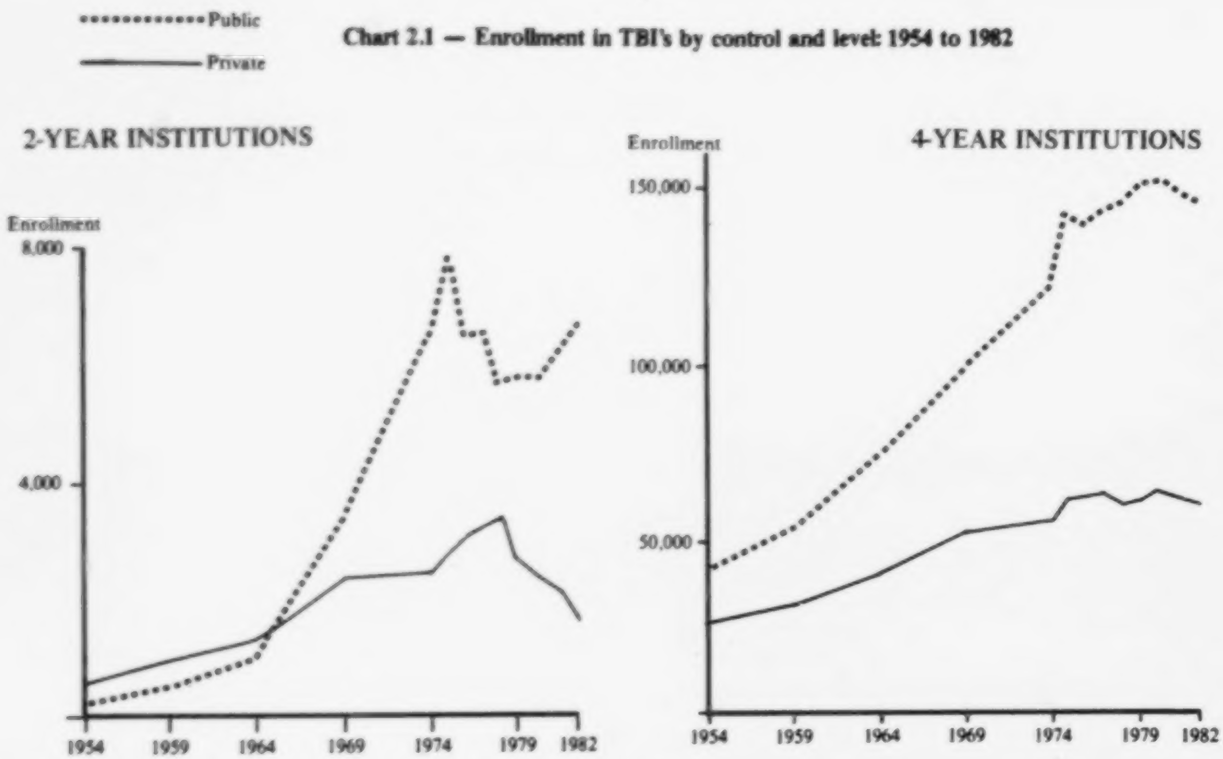


**Table 2.1 — Enrollment in TBI's, by control and classification: 1970, 1975, and 1980**

| Control and classification* | Enrollment (in thousands) | | | Percent change | |
|---|---|---|---|---|---|
| | 1970 | 1975 | 1980 | 1970 to 1975 | 1975 to 1980 |
| Total TBI's | 170 | 213 | 222 | 25 | 4 |
| Public | 114 | 149 | 157 | 31 | 6 |
| 4-year | 109 | 141 | 152 | 29 | 7 |
| Comprehensive | 69 | 90 | 102 | 30 | 14 |
| General baccalaureate | 41 | 52 | 50 | 27 | -4 |
| 2-year | 4 | 8 | 6 | 76 | -28 |
| Private | 56 | 65 | 65 | 14 | 2 |
| 4-year | 53 | 61 | 62 | 14 | 3 |
| Doctoral | 9 | 9 | 11 | 6 | 20 |
| Comprehensive | 7 | 7 | 8 | 12 | 12 |
| General baccalaureate | 36 | 42 | 41 | 16 | -2 |
| Specialized | 2 | 2 | 2 | 17 | -11 |
| 2-year | 2 | 3 | 2 | 15 | -12 |

*Institutions as classified using 1979-1980 earned degree data. See Appendix 1 for number of TBI's in each category; if there were no TBI's in a category, those classification categories were omitted in the table.
Note: Details may not add to total because of rounding. Percent change was calculated using exact numbers, not rounded numbers.

## Stabilization or Decline in the 1980's?

From 1980 to 1982, the total enrollment in TBI's declined slightly (3 percent). Since TBI enrollment had increased only 2 percent in the preceeding 2 years (from 1978 to 1980), this could indicate that TBI enrollment is stabilizing. (Preliminary data for fall 1983 show a 2 percent increase in enrollment over 1982, another indication of stabilization in the total TBI enrollment.)

Only the public 2-year TBI's experienced a significant increase in enrollment from 1980 to 1982. The private 2-year TBI's had another large decrease (27 percent) in their enrollment, due in part to the closings of three colleges. Among the private 4-year TBI's the general baccalaureate TBI's had a 5-percent loss in enrollment, while enrollment in the major doctoral and comprehensive TBI's remained about the same. Among the public 4-year TBI's, both the comprehensive and general baccalaureate groups had small declines in their total enrollment (table 2.2).

Much of the decline in total enrollment can be attributed to a drop in the freshmen enrollment in TBI's. The number of first-time freshmen in TBI's declined 12 percent from 1980 to 1982. The public TBI's had a slightly larger percentage decline in first-time freshmen than the private TBI's (table 2.2). Of special note is the public comprehensive TBI's which had a 20 percent decline from 1980 to 1982 in the number of first-time freshmen. (Priliminary data for 1983 indicate that first-time freshmen enrollment in TBI's remained about the same as in 1982, suggesting a stabilization of the earlier decline.)

## Changes in Graduate Enrollment

Before 1954, most of the students in the TBI's were enrolled in undergraduate and first-professional programs; graduate programs have been a fairly recent development. The number of TBI's that offered graduate work began to grow during the 1960's and the 1970's, especially in the public TBI's.

| Control | Number of TBI's with graduate programs | | | |
|---|---|---|---|---|
| | 1951 | 1961 | 1971 | 1982* |
| Public | 10 | 9 | 19 | 31 |
| Private | 7 | 7 | 9 | 9 |

*See Appendix 2 for the institutions that currently enroll graduate students. It should be noted that most of the graduate work was at the master's degree level. In 1982, however, there were five public TBI's that offered doctoral programs and another two that offered work beyond the master's level but below the doctoral degree level; four private TBI's offered doctoral degree programs.

Until 1961, similar numbers of graduate students were enrolled in public and private TBI's (1,650 and 1,230, respectively, in 1961). However, by 1971 the number of students enrolled in graduate programs had grown to almost 9,000 in the public TBI's and to 3,400 in the private TBI's.

**Table 2.2 — Changes in total enrollment and first-time freshmen in TBI's, by control and classification: 1980 to 1982**

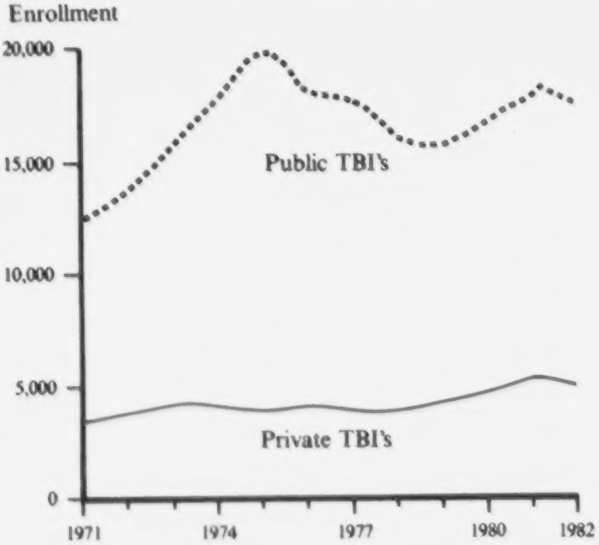
| Control and classification | Total enrollment | | Percent change | First-time freshmen | | Percent change |
|---|---|---|---|---|---|---|
| | 1980 | 1982 | 1980 to 1982 | 1980 | 1982 | 1980 to 1982 |
| Total | 222,220 | 216,570 | -3 | 54,940 | 48,610 | -12 |
| Public | 157,370 | 154,650 | -2 | 38,090 | 33,440 | -12 |
| 4-year | 151,760 | 147,700 | -3 | 35,640 | 30,360 | -15 |
| Comprehensive | 102,250 | 99,050 | -3 | 25,150 | 20,240 | -20 |
| General baccalaureate | 49,510 | 48,650 | -2 | 10,500 | 10,120 | -4 |
| 2-year | 5,600 | 6,950 | +24 | 2,450 | 3,080 | +26 |
| Private | 64,850 | 61,920 | -5 | 16,850 | 15,160 | -10 |
| 4-year | 62,420 | 60,140 | -4 | 15,520 | 14,120 | -9 |
| Major doctoral | 11,320 | 11,450 | 1 | 1,680 | 1,700 | 1 |
| Comprehensive | 8,340 | 8,340 | * | 1,570 | 1,560 | * |
| General baccalaureate | 41,120 | 38,930 | -5 | 12,100 | 10,740 | -11 |
| Specialized | 1,650 | 1,420 | -14 | 180 | 120 | -33 |
| 2-year | 2,430 | 1,780 | -27 | 1,330 | 1,050 | -21 |

*Less than 0.5 percent.

Note: Details may not add to total because of rounding. Percent changes were calculated with exact numbers, not rounded numbers shown.

The tremendous growth in graduate education in the public TBI's continued until 1975, when enrollment peaked at 16,000. By 1979, however, enrollment in the public graduate schools declined to 11,500 (a 28 percent decline).[2] In 1980 and 1981, enrollment increased slightly, reaching 12,850 in 1981, but then declined to 11,650 in 1982. The graduate enrollment in public TBI's was lower in 1982 than it was in 1973 (chart 2.2).

**Chart 2.2 — Graduate students enrolled in TBI's, by control: 1971 to 1982**

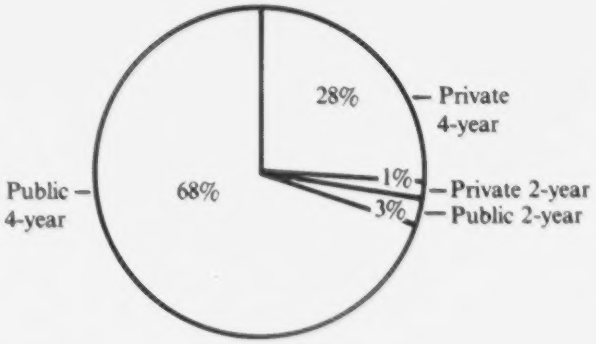


Among the private TBI's, enrollment in graduate programs grew only slightly until 1978. Between 1978 and 1981, graduate enrollment in private TBI's increased from 3,640 to 5,210, although two-thirds of this increase was accounted for by Howard University. BY 1982, graduate enrollment in private TBI's had dropped to 4,120 students.

## Enrollment Profile in 1982

Of the 217,000 students in TBI's in 1982, 96 percent were enrolled in the 4-year colleges. About two-thirds attended the public 4-year TBI's and over a fourth were enrolled in private 4-year TBI's (chart 2.3).

**Chart 2.3 — Percentage distribution of enrollment in TBI's, by control and level: 1982**



The 17 public comprehensive institutions enrolled 46 percent of all TBI students in 1982 (table 2.3). It is interesting to note also that these TBI's enrolled 6 out of 10 TBI graduate students (unpublished tabulation).

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[2] Graduate enrollment also declined between 1975 and 1979 in other public institutions in the TBI States, although to a lesser extent (14 percent); it then remained stable from 1979 to 1982.

**Table 2.3 — Enrollment in TBI's, by control and classification: 1982**

| Control and classification | Total enrollment | Percentage distribution |
|---|---|---|
| Total TBI's | 216,570 | 100 |
| Public | | |
| 4-year | 147,700 | 68 |
| Comprehensive | 99,050 | 46 |
| General baccalaureate | 48,650 | 22 |
| 2-year | 6,950 | 3 |
| Private | | |
| 4-year | 60,140 | 28 |
| Doctoral | 11,450 | 5 |
| Comprehensive | 8,340 | 4 |
| General baccalaureate | 38,930 | 18 |
| Specialized | 1,420 | 1 |
| 2-year | 1,780 | 1 |

Note: Details may not add to total because of rounding.

## Size of Student Bodies

In 1982, all but four of the private TBI's had enrollments of less than 2,000 students (table 2.4). Among public TBI's, the five 2-year colleges also enrolled less than 2,000 students, and over half of the 4-year TBI's enrolled less than 3,000 students.

However, there were six TBI's with enrollment over 7,000. Of these, Howard University, the largest private TBI, enrolled over 11,000 in 1982 and was classified as a major doctoral institution. The other five TBI's were public and were classified as comprehensive institutions. These institutions are, in order of size: University of the District of Columbia, Southern University (LA), Texas Southern

**Table 2.4 — Distribution of TBI's by enrollment size, control and level: 1982**

| Enrollment size | Total | Public | | Private | |
|---|---|---|---|---|---|
| | | 4-year | 2-year | 4-year | 2-year* |
| Total TBI's* | 100 | 38 | 5 | 48 | 9 |
| Less than 1,000 | 39 | 0 | 1 | 29 | 9 |
| 1,000 - 1,999 | 26 | 7 | 4 | 15 | 0 |
| 2,000 - 2,999 | 15 | 14 | 0 | 1 | 0 |
| 3,000 - 3,999 | 4 | 2 | 0 | 2 | 0 |
| 4,000 - 4,999 | 8 | 8 | 0 | 0 | 0 |
| 5,000 - 5,999 | 1 | 1 | 0 | 0 | 0 |
| 6,000 - 6,999 | 1 | 1 | 0 | 0 | 0 |
| 7,000 and higher | 6 | 5 | 0 | 1 | 0 |

*Excludes two private 2-year TBI's that were ineligible for HEGIS in 1982.

University, Tennessee State University, and Norfolk State University (VA). All but 1 of these TBI's ranked within the 10 largest institutions in their respective States.

On the average, the public 4-year TBI's were smaller than other public 4-year colleges in the TBI States. The public 2-year TBI's were about half the size of their counterparts.

| Control/level | Average enrollment in 1982* | |
|---|---|---|
| | TBI's | Other institutions in the TBI's States |
| Public | | |
| 4-year ......... | 3,890 | 6,120 |
| 2-year ......... | 1,390 | 3,390 |
| Private | | |
| 4-year ......... | 1,250 | 1,150 |
| 2-year ......... | 200 | 730 |

*In order to provide a general comparison of TBI's with peer institutions in the TBI States, those institutions classified as "university" (under the old NCES classification) were excluded. This excluded Howard University and Florida A&M University from the TBI's and 63 non-TBI's from the other institutions in the TBI States.

On the other hand, private 4-year TBI's had a slightly larger average enrollment than their peer institutions in the TBI States. The private 2-year TBI's, with an average enrollment of 200 students, were significantly smaller than other private 2-year colleges.

## Attendance Status

Eighty-six percent of all TBI Students were studying at the undergraduate level, most full-time. Graduate students accounted for 7 percent of the TBI enrollment in 1982, a third of which were enrolled full-time. Two percent of all TBI students were studying for a first-professional degree (table 2.5).

## Sex and Racial Composition

All but three of the TBI's are coeducational institutions: Spelman College (Georgia) and Bennett College (North Carolina) for women, and Morehouse College (Georgia) for men. Overall, women have traditionally outnumbered men among TBI students, except right after World War II. Since the early 1950's, they have represented between 52 and 55 percent of total enrollment. In 1982, women composed 55 percent of the students in TBI's, slightly higher than the average of 51 percent that women represented in other institutions in the TBI States.[3]

**Table 2.5 — Students in TBI's, by level of enrollment and attendance status: 1982**

| Level of enrollment | Attendance status | | | Percentage distribution | | |
|---|---|---|---|---|---|---|
| | Total | Full-time | Part-time | Total | Full-time | Part-time |
| Total ........................ | 216,570 | 166,230 | 50,350 | 100 | 100 | 100 |
| Undergraduate ................. | 186,350 | 153,590 | 32,750 | 86 | 92 | 65 |
| Graduate ...................... | 15,780 | 5,600 | 10,180 | 7 | 3 | 20 |
| First-professional ................ | 3,590 | 3,310 | 280 | 2 | 2 | 1 |
| Unclassified .................... | 10,860 | 3,730 | 7,130 | 5 | 2 | 14 |

Note: Details may not add to total because of rounding.

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[3] In other institutions in the TBI States, women outnumbered men for the first time in 1979. In 1959 and 1969, for example, women accounted for 35 percent and 40 percent, respectively, of the students in these non-TBI's.

While women now account for a little more than half of the total enrollment in both TBI's and non-TBI's, in the graduate and first-professional schools, TBI's still have higher proportions of women students than the non-TBI's in the TBI States in 1982.

| Institutions in the TBI States | Percent of students who were women | |
|---|---|---|
| | Graduate schools | First-professional schools |
| TBI's ......... | 56 | 39 |
| Non-TBI's ..... | 50 | 28 |

Although TBI's were originally founded to serve black students, they have historically enrolled students other than black Americans,[4] and the racial composition of TBI students continues to diversify. In 1976, 12 percent of TBI students were of other races or nationalities. In 1982, 18 percent of TBI students were of other races or nationalities: whites (11 percent), nonresident aliens (6 percent), and Asians, Hispanics, and American Indians (1 percent combined).

Between 1976 and 1980, the enrollment growth experienced by the TBI's was due entirely to an increase of non-black (non-Hispanic) students (table 2.6). From 1980 to 1982, the decline in TBI enrollment was primarily the result of the decline in the number of black (non-Hispanic) students.

Since the last chapter of this report discusses the enrollment of black students in TBI's as part of the focus on the role TBI's play in the education of black students in the South, this chapter only examines in more detail the enrollment of the second and third largest groups of TBI students, white and nonresident aliens. The TBI graduate and first-professional programs have especially attracted white students, while nonresident alien students are primarily enrolled in undergraduate programs.

**Table 2.6 — Racial/ethnic composition of students in TBI's: 1976, 1980, and 1982**

| Racial/ethnic group | Number | | | Percent change | |
|---|---|---|---|---|---|
| | 1976 | 1980 | 1982 | 1976-1980 | 1980-1982 |
| Total ........................ | 212,120 | 222,220 | 216,570 | 5 | -3 |
| Black, not Hispanic ............. | 185,820 | 185,780 | 177,000 | * | -5 |
| White, not Hispanic ............. | 18,390 | 21,480 | 23,040 | 17 | 7 |
| Asian ........................ | 610 | 1,340 | 1,050 | 121 | -22 |
| Hispanic ...................... | 460 | 1,030 | 1,070 | 121 | 5 |
| American Indian ............... | 180 | 400 | 570 | 120 | 41 |
| Nonresident alien ............... | 6,660 | 12,200 | 13,840 | 83 | 14 |

*Less than 0.5 percent.
Note: Details may not add to total because of rounding. Percent change was calculated with exact numbers, not rounded numbers.

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[4] The historical studies of TBI's conducted by the Federal government cited non-black student enrollment. In 1963, about half of the TBI's enrolled students of other races; see: Earl J. McGrath, *The Predominantly Negro Colleges and Universities in Transition* (N.Y.: Columbia University, Bureau of Publications, 1965), p. 14.

**Table 2.7 — White students as a percent of enrollment in TBI's, by level and status of enrollment: 1982**

| Level of enrollment | White students as a percent of TBI enrollment | | |
|---|---|---|---|
| | Total | Full-time | Part-time |
| Total | 11 | 5 | 28 |
| Undergraduate | 8 | 5 | 22 |
| Graduate | 17 | 8 | 23 |
| First-professional | 14 | 14 | 12 |
| Unclassified | 48 | 16 | 58 |

Roughly, 1 out of 10 students in TBI's were white. However, at the post-baccalaureate level, white students comprised 17 percent of the graduate enrollment and 14 percent of the first-professional enrollment. While 28 percent of all part-time students in TBI's where white, whites comprised only 5 percent of the full-time undergraduates (table 2.7), which is the largest category of total students in TBI's.

In 1982, all but about 800 of the 23,000 white TBI students were enrolled in the public TBI's. While there were white students on the campuses of every public TBI, there were no white students on the campuses of a third of the private TBI's (table 2.8). Among the 39 public 4-year TBI's, a fourth had student bodies that were over 15 percent white. In fact, four of these were over 50 percent white in 1982: Kentucky State University, Lincoln University (MO), Bluefield State College (WV), and West Virginia State College.

**Table 2.8 — White students enrolled in TBI's, by control and level: 1982**

| White students in TBI's | Public | | Private | |
|---|---|---|---|---|
| | 4-year | 2-year | 4-year | 2-year |
| Number distribution of TBI's by proportion of white students in their student body: | | | | |
| Total number of TBI's | 38 | 5 | 48 | 9 |
| Number with no white students | 0 | 0 | 13 | 5 |
| Less than 6 percent white | 14 | 4 | 34 | 4 |
| 6 - 10 percent white | 6 | 0 | 1 | |
| 11 - 15 percent white | 5 | 0 | | |
| 16 - 20 percent white | 3 | 0 | | |
| 21 - 30 percent white | 3 | 1 | | |
| 31 - 40 percent white | 3 | | | |
| 41 - 50 percent white | 0 | | | |
| Over 50 percent white | 4 | | | |

**Table 2.9 — Nonresident alien students in TBI's, by enrollment level and control of TBI: 1982**

| Level of enrollment | Nonresident alien students | | Control of TBI | |
|---|---|---|---|---|
| | Number | Percentage distribution | Public | Private |
| Total | 13,840 | 100 | 9,070 | 4,780 |
| Undergraduate | 11,230 | 81 | 7,420 | 3,820 |
| Graduate | 2,110 | 15 | 1,380 | 730 |
| First-professional | 210 | 2 | 30 | 180 |
| Unclassified | 290 | 2 | 240 | 50 |

Note: Details may not add to total because of rounding.

The number of nonresident aliens increased more than any other group of students in the TBI's (and in all other colleges) between 1976 and 1982.[5] They were the third largest group of students in TBI's, accounting for 6 percent of TBI students in 1982. Three-fourths of the nonresident alien students enrolled in TBI's were men; 85 percent attended college full-time (unpublished tabulations). Four-fifths of the nonresident alien students at TBI's were enrolled at the undergraduate level (table 2.9).

Almost twice as many nonresident alien students were enrolled in public TBI's as in private TBI's in 1982 (table 2.9). Public TBI's enrolled larger numbers of nonresident aliens at the undergraduate and graduate levels than the private TBI's, while private TBI's enrolled more at the first-professional level.

All but 23 TBI's had nonresident alien students enrolled in 1982. However, almost three-fourths of the nonresident alien students were enrolled in the 12 TBI's listed below (table 2.10).

**Table 2.10 — TBI's with over 250 nonresident aliens enrolled: 1982**

| Selected TBI's | Number of nonresident aliens | Percent of institution's enrollment |
|---|---|---|
| Texas Southern University | 2,480 | 30 |
| Howard University (DC)* | 1,950 | 17 |
| University of the District of Columbia | 1,380 | 10 |
| Alabama A&M University | 870 | 21 |
| Southern A&M University—Main Campus (LA) | 530 | 6 |
| Tuskegee Institute (AL)* | 470 | 14 |
| North Carolina A&T State University | 440 | 8 |
| Bishop College (TX)* | 420 | 35 |
| Norfolk State University (VA) | 370 | 5 |
| Tennessee State University | 340 | 4 |
| Langston University (OK) | 310 | 17 |
| Morgan State University (MD) | 290 | 6 |

*Private institutions.

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[5] The nonresident alien enrollment in TBI's increased 108 percent from 1976 to 1982 (see table 2.6), while in other institutions in the TBI States nonresident alien enrollment increased by 51 percent (unpublished tabulations).

All but three TBI's in Table 2.10 are public institutions. Texas Southern University—a public TBI with 30 percent nonresident alien students—ranked third in the United States in 1982 in terms of the proportion of foreign students in its student body.

## Region of Origin of Foreign Students

Data from the Institute of International Education[6] indicate that in 1981 almost half of the foreign (nonresident alien) students in TBI's came from Africa (47 percent) and another 28 percent from the Middle East (table 2.11). Of the African TBI students, most came from countries in Western Africa.

Compared with other institutions, a larger proportion of the foreign students in TBI's were from Africa. In fact, the TBI's enrolled a fourth of the African students who attended colleges and universities in the TBI States (unpublished tabulation).

## Residence and Migration of TBI Students

TBI's draw their students from every State in the country, although the majority of their students come from States where the TBI's are located. The latest available data from the 1979 Residence and Migration survey show that 84 percent of the new full-time students enrolled in TBI's came from TBI States; 12 percent came from non-TBI States, and 5 percent came from foreign countries.

To further examine the data on residence and migration, public and private TBI's were separated. Public colleges usually charge higher tuition and fees for out-of-State students, whereas private institutions typically charge the same tuition for all students, regardless of residence. Therefore, private schools are as likely to attract out-of-State as in-State students, while public institutions generally have higher percentages of in-State students.

In 1979, almost half of the new full-time students in the private TBI's came from the same State in which their

**Table 2.11 — Distribution of foreign students in TBI's and other institutions in the TBI States by region of origin: 1981**

| Region | TBI's* | Other institutions in the TBI States |
|---|---|---|
| | (Percentage distribution) | |
| Total | 100 | 100 |
| North America | 1 | 2 |
| Latin America | 15 | 24 |
| Europe | 2 | 7 |
| South and East Asia | 6 | 29 |
| Oceania | ** | 1 |
| Middle East | 28 | 22 |
| Africa, total | 47 | 16 |
| Northern | 1 | 3 |
| Eastern | 4 | 2 |
| Central | 1 | ** |
| Western | 40 | 10 |
| Southern | 1 | 1 |

*To get as complete information as possible, data were obtained by telephone for seven nonrespondent TBI's with large numbers of foreign students. Also, 1980 data were substituted for 25 TBI's that did not respond in 1981. However, no data were available for approximately 2 percent of the foreign students in TBI's.

** Less than 0.5 percent

Note: Details may not add to total because of rounding.

SOURCE: Institute for International Education, N.Y., N.Y., NCES tabulations.

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[6] Douglas Boyan, ed., *Open Doors: 1980-81* (N.Y.: Institute of International Education, 1981), p. 58.

college was located, compared to about three-fourths in the public TBI's. In both public and private TBI's, the out-of-State students were more likely to have come from another TBI State.

Compared with other institutions in the TBI States, the TBI's attracted more out-of-State students and foreign students than their peer institutions. Public 4-year TBI 's drew 23 percent of their new full-time students from out-of-State and from foreign countries, compared with 15 percent for other public 4-year institutions in the TBI States. Private 4-year TBI's drew 54 percent of their new full-time students from out-of-State and foreign countries, compared with 41 percent for other 4-year institutions in the TBI States (unpublished tabulations).

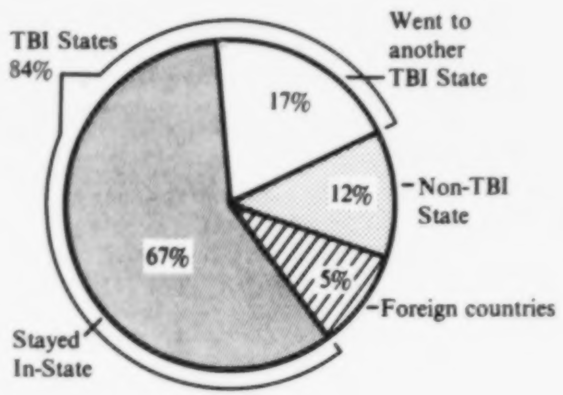
## Home State of TBI Students

In 1979, 83 percent of the new full-time TBI students came from TBI States. Most of these students attended a TBI in their home State, but a fifth did go out-of-State to attend a TBI (table 2.12).

Twelve percent of the new full-time students enrolled in TBI's came from non-TBI States. Over four-fifths of these students came from New York, New Jersey, Illinois, Michigan, and California (table 2.13).

The fact that TBI's drew students from every State in the Nation reflects the migration of blacks since the Civil War. While almost all blacks lived in the Southern States in 1850, by 1980 only 52 percent of blacks lived in States where TBI's are located.[7] Data from the 1960 Census indicated that among blacks, college graduates had the highest rate of out-migration from the South.[8] Many of these black college graduates may have encouraged their children or their students to attend their alma maters. Also, several TBI's have alumni offices which actively recruit high school graduates from major cities outside the South.[9]

**Chart 2.4 — Residence status of new full-time students in TBI's: 1979**



| Control of TBI | Residence status of new full-time students: 1979 | | | | |
|---|---|---|---|---|---|
| | Total | In-State | Out-of-State | | Foreign countries |
| | | | Other TBI State | Non-TBI State* | |
| | (Percentage distribution) | | | | |
| Public | 100 | 77 | 10 | 8 | 5 |
| Private | 100 | 46 | 29 | 19 | 6 |

*State which has no traditionally black institution.
Note: Details may not add to total because of rounding.

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[7] U.S. Department of Commerce, Bureau of the Census, *1980 Census of Population and Housing, Advance Reports, United States Summary*, April 1981, p. 4.

[8] U.S. Department of Commerce, Bureau of the Census, *U.S. Census Population: 1960, Lifetime and Recent Migration*, Final Report PC (2) 2D (Washington, DC.: U.S. Government Printing Office, 1963), Table 8.

[9] "Black College Recruitment Meeting Held," Minority Higher Education Reports (July 13, 1981), p. 9-10.

**Table 2.12 — New full-time TBI students from each TBI State: 1979**

| TBI States | New full-time TBI students | | |
|---|---|---|---|
| | Total from State | Stayed in-State | Went out-of-State |
| Total | 48,146 | 38,525 | 9,621 |
| North Carolina | 5,118 | 4,675 | 443 |
| Mississippi | 4,980 | 4,640 | 340 |
| Alabama | 4,307 | 3,679 | 628 |
| Louisiana | 3,853 | 3,483 | 370 |
| Virginia | 3,492 | 2,786 | 706 |
| Texas | 3,435 | 3,172 | 263 |
| Georgia | 3,327 | 2,405 | 922 |
| Maryland | 2,928 | 1,991 | 937 |
| District of Columbia | 2,856 | 2,145 | 711 |
| South Carolina | 2,771 | 1,933 | 838 |
| Florida | 2,529 | 1,610 | 919 |
| Tennessee | 2,266 | 1,867 | 399 |
| Pennsylvania | 1,691 | 736 | 955 |
| Ohio | 1,125 | 605 | 520 |
| Arkansas | 1,071 | 959 | 112 |
| West Virginia | 918 | 886 | 32 |
| Missouri | 510 | 301 | 209 |
| Delaware | 469 | 310 | 159 |
| Kentucky | 308 | 234 | 74 |
| Oklahoma | 192 | 108 | 84 |

**Table 2.13 — New TBI Students that came from States with no TBI's: 1979**

| Non-TBI States | New full-time TBI students |
|---|---|
| Total | 6,623 |
| New York | 2,021 |
| New Jersey | 1,111 |
| Illinois | 1,053 |
| Michigan | 707 |
| California | 569 |
| Connecticut | 271 |
| Indiana | 266 |
| Massachusetts | 160 |
| Colorado | 80 |
| Wisconsin | 74 |
| Washington | 66 |
| Kansas | 43 |
| Minnesota | 34 |
| Nevada | 24 |
| Arizona | 23 |
| Nebraska | 22 |
| Oregon | 17 |
| Rhode Island | 17 |
| Iowa | 16 |
| Alaska | 8 |
| Maine | 7 |
| New Hampshire | 6 |
| New Mexico | 6 |
| Idaho | 5 |
| Montana | 5 |
| Hawaii | 3 |
| North Dakota | 2 |
| Utah | 2 |
| Vermont | 2 |
| Wyoming | 2 |
| South Dakota | 1 |

## Chapter III

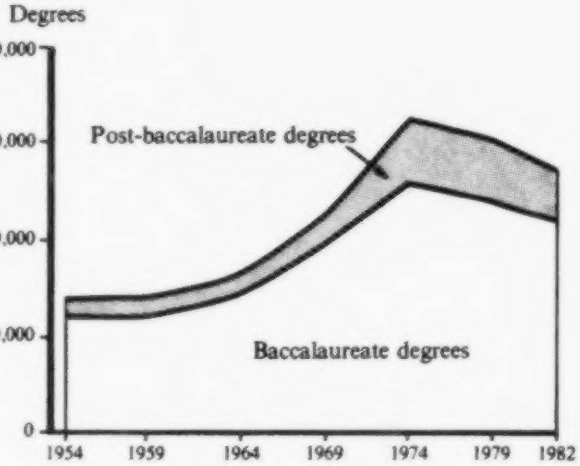
# Degree Awards and Curriculum in the TBI's

The traditionally black institutions of higher education trained the majority of black professionals, educators, and leaders during legal segregation. The black colleges and universities produced doctors, lawyers, dentists, and ministers, and trained much-needed teachers for black elementary and secondary schools. When the U.S. Supreme Court ended legal segregation in 1954, employment opportunities for blacks began to expand, and black colleges changed their curriculum in order to prepare their students for expanding career opportunities. For the TBI's, the years since 1954 have been ones of growth, both in the number of degrees awarded and in the diversification of degree levels and programs. This chapter provides an overview of the growth of bachelor's and higher degrees since 1954, with an emphasis on changes in degree awards and curriculum during the 1970's. The last section of this chapter discusses the changes in sub-baccalaureate degrees and formal awards conferred by TBI's during the 1970's.

## Trends in Degree Awards Since 1954

The number of bachelor's and higher degrees conferred by TBI's increased greatly between 1954 and 1974. In the 1953-54 academic year[1] when the *Brown* decision was made, the TBI's awarded over 13,000 degrees; 20 years later, they conferred almost 32,000 degrees. However, since 1974, the number of degrees awarded by TBI's has declined, falling to 27,000 by 1982 (chart 3.1).

**Chart 3.1 — Baccalaureate and post-baccalaureate degrees awarded by TBI's: 1954 to 1982**



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[1] To enhance readability, each academic year will be referred to by the year in which it ends. For example, "in the 1953-54 academic year" will be referred to hereafter simply as "in 1954."

The period of greatest growth in both baccalaureate and post-baccalaureate degrees began in the mid-1960's and continued into the early 1970's. During this time, the number of baccalaureate degrees conferred by TBI's increased 80 percent, which was still less than the 115 percent increase experienced in other institutions in the TBI States. The period between 1964 and 1974 also saw extensive growth in the number of post-baccalaureate degrees awarded by TBI's. The number of master's degrees increased from about 1,500 to 5,500, first-professional degrees increased from about 500 to 700, and doctor's degrees increased from 7 to 53.

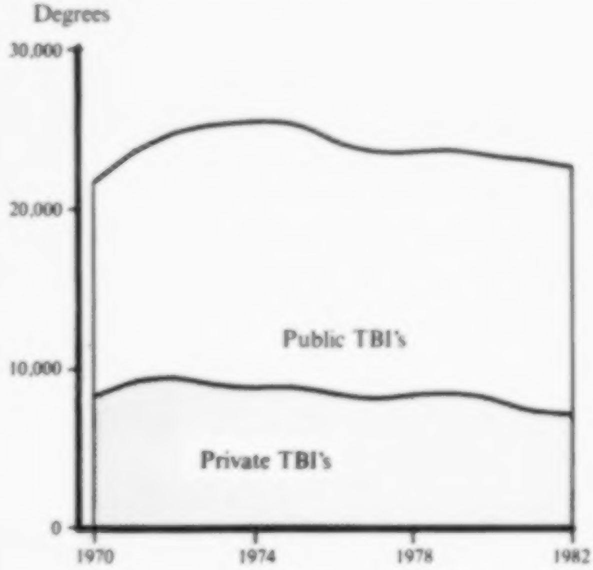
Even with the expansion of graduate education, the TBI's still award a smaller proportion of their degrees at the post-baccalaureate level compared with other institutions in their States. Although the difference between TBI's and non-TBI's had narrowed somewhat by 1974, in 1982 the difference of 9 percentage points was about the same as in 1969. (See table below.)

## Awards at the Bachelor's Degree Level

The number of bachelor's degrees awarded by TBI's remained fairly stable between 1954 and 1959, increased from 1959 until 1974, and then declined after 1974. The growth and then decline in bachelor's degree awards was similar in both the public and private TBI's during the 1970's (chart 3.2).

The decline in bachelor's degrees conferred by TBI's was different than that experienced by other institutions in the TBI States. In the TBI's, the number of bachelor's degrees declined continuously from 1974 to 1982, while in other institutions, bachelor's degree awards declined slightly from 1974 to 1977 and then increased until 1982 (unpublished tabulations).

**Chart 3.2 — Number of bachelor's degrees awarded by public and private TBI's 1970 to 1982**



| Year | Percent of total degrees* awarded at the post-baccalaureate level | | Difference in percentage points |
|---|---|---|---|
| | TBI's | Non-TBI's in the TBI States | |
| 1964 | 12 | 23 | 11 |
| 1969 | 13 | 23 | 10 |
| 1974 | 20 | 27 | 7 |
| 1979 | 21 | 29 | 8 |
| 1982 | 20 | 29 | 9 |

*Bachelor's and higher.

| Selected discipline divisions | Percent of total degrees | |
|---|---|---|
| | 1972 | 1982 |
| Education | 35 | 17 |
| Social sciences | 22 | 11 |
| Letters | 5 | 2 |
| Mathematics | 3 | 2 |

## Discipline Divisions and Specialties of Bachelor's Degrees

Between 1972 and 1982 there was a shift in the curriculum emphasis in which TBI's conferred their bachelor's degrees. Four disciplines experienced significant declines in their share of all TBI degrees, while seven had noticeable increases in their share. The changes in the TBI's generally reflected national and regional trends during the decade.[2] Similar to other institutions, there were substantial *decreases* between 1972 and 1982 in the percent of TBI degrees awarded in the education and social science disciplines, and smaller decreases in the letters and mathematics disciplines. (See table above.)

Of the seven disciplines that substantially *increased* their share of total TBI baccalaureate degrees in the decade, business and management had the largest increase.

In 1982, the distribution of bachelor's degree awards among disciplines was fairly similar among TBI's and the other institutions in the TBI States, except for the slightly higher proportion of TBI degrees awarded in education and public affairs and services, and the lower proportion awarded in health professions (table 3.1).

| Selected discipline divisions | Percent of total TBI bachelor's degrees | |
|---|---|---|
| | 1972 | 1982 |
| Business and management | 15 | 26 |
| Engineering | 2 | 7 |
| Public affairs and services | 2 | 7 |
| Health professions | 2 | 4 |
| Psychology | 3 | 4 |
| Communications | * | 3 |
| Computer and information sciences | * | 2 |

*Less than 0.5 percent.

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[2] For information on national trends in degree awards during the 1970's see: U.S. Department of Education, National Center for Education Statistics, *Earned Degrees Conferred: An Examination of Recent Trends*, 1981.

**Table 3.1 — Percentage distribution of bachelor's degrees conferred by TBI's and non-TBI's in the TBI States, by discipline division: 1982**

| Discipline division* | Traditionally black institutions | Non-TBI's in the TBI States |
|---|---|---|
| Total number | 22,047 | 380,335 |
| | (Percentage distribution) | |
| Total percent | 100 | 100 |
| Business and management | 26 | 25 |
| Education | 17 | 13 |
| Social sciences | 11 | 9 |
| Engineering | 7 | 8 |
| Public affairs and services | 7 | 4 |
| Biological sciences | 5 | 4 |
| Health professions | 4 | 7 |
| Psychology | 4 | 4 |
| Communications | 3 | 4 |
| Letters | 2 | 4 |
| Physical sciences | 2 | 3 |
| Home economics | 2 | 2 |
| Computer and information sciences | 2 | 2 |
| Fine and applied arts | 2 | 4 |
| Mathematics | 2 | 1 |
| Agriculture and natural resources | 1 | 2 |
| Interdisciplinary studies | 1 | 3 |
| Architecture and environmental design | 1 | 1 |
| Theology | ** | 1 |
| Foreign languages | ** | 1 |
| Library science | ** | ** |
| Military sciences | 0 | ** |
| Area studies | 0 | ** |
| Law | 0 | ** |

*Listed in descending order by the number of degrees awarded by TBI's.

**Less than 0.5 percent.

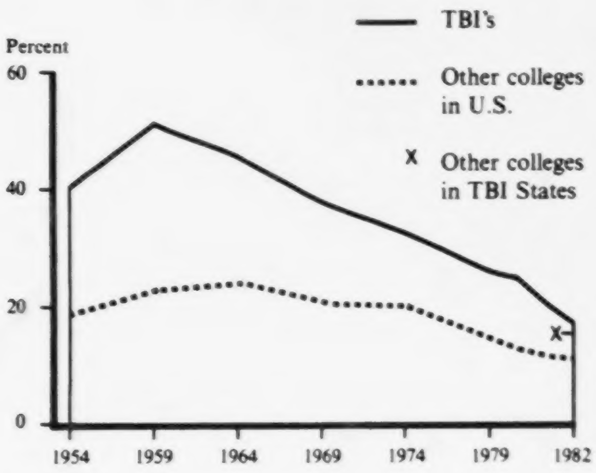
Note: Details may not add to total because of rounding.

By 1982, the four most popular disciplines among baccalaureates were the same for TBI's and non-TBI's in the TBI States: business and management, education, social sciences, and engineering. Because of the historical importance of the education discipline in the TBI's, the next section provides an overview of the decline in baccalaureate degree awards in this discipline since 1954. This is followed by detailed information on other selected disciplines: business and management, engineering, computer and information sciences, physical sciences, and mathematics.

## Education

The TBI's have historically emphasized teacher-training, and although this function is still important today, its relative importance has declined over the years. In 1959, over half of all bachelor's degrees conferred by TBI's were in education; this declined to less than one-fifth by 1982. The decline in TBI education degrees is consistent with national trends, and, although TBI's still confer a slightly higher proportion of their bachelor's degrees in education than do other institutions (chart 3.3), the difference has become significantly less.

**Chart 3.3 — Education degrees as a percent of all bachelor's degrees awarded by TBI's and by other institutions of higher education: 1954 to 1982**



## Business and Management

Business and management was the discipline division which grew the most in the TBI's during the decade. In 1972, business and management accounted for 15 percent of all TBI bachelor's degrees; by 1982, it accounted for 26 percent. The number of bachelor's degrees awarded by TBI's in this division increased from about 3,700 to almost 5,700 during this period. While a third of this increase was from new programs that first produced graduates during the 1970's, most of the growth was from the expansion of programs that existed in 1972. In 1982, all but two of the 4-year TBI's offered a bachelor's degree program in business and management. Two-thirds of the bachelor's degrees in business were conferred by public TBI's (unpublished tabulations).

## Engineering, Computer and Information Sciences, Physical Sciences, and Mathematics

The number of degrees awarded by the TBI's in engineering and computer sciences grew considerably from 1972 to 1982 (table 3.2). Degrees in physical sciences increased slightly, and degrees in mathematics declined greatly during the decade.

**Table 3.2 — Bachelor's degrees awarded by TBI's in selected discipline divisions: 1972 and 1982**

| Selected discipline divisions | Number of bachelor's degrees conferred by TBI's | | Number of TBI's awarding degrees | |
|---|---|---|---|---|
| | 1972 | 1982 | 1972 | 1982 |
| Engineering* | 516 | 1,646 | 18 | 24 |
| Computer and information sciences | 36 | 415 | 5 | 23 |
| Physical sciences | 400 | 505 | 68 | 65 |
| Mathematics | 711 | 381 | 75 | 75 |

*Not included here are TBI students that graduated from dual-degree or pre-engineering programs. In 1982, two public and seven private TBI's participated in dual-degree engineering programs with other institutions, where, for example, a student completes the first few years of this program at the TBI and then completes the rest of the program at another institution, earning a degree in a science discipline from the TBI and a degree in engineering from the other institution.

While the physical sciences and mathematics degree programs were found in most TBI's, the engineering and computer and information sciences programs were located in a small number of TBI's. Almost all of the degrees in engineering and computer and information sciences were awarded by public TBI's in 1982 (unpublished tabulation).

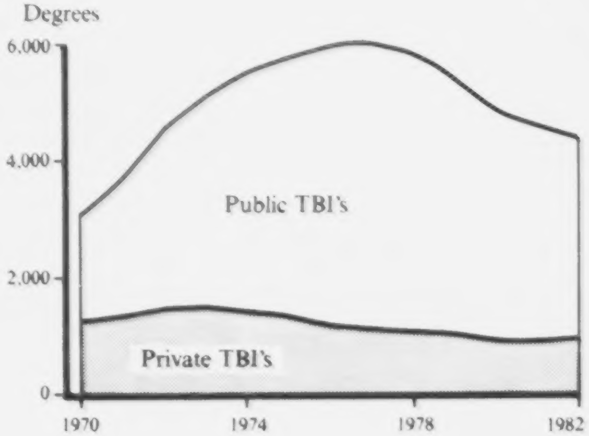
Data are also available on the specialties within each discipline division in which degrees were conferred. In 1982, the TBI's awarded bachelor's degrees in 161 of the 319 discipline specialties (as classified by NCES in the Earned Degrees Survey). The most popular specialties in which TBI baccalaureate graduates earned their degrees in 1982 were business management and administration, accounting, elementary education, sociology, biology (general), social work, and political science. The number of degrees conferred in every specialty (along with the number of TBI's that awarded the degrees) is shown in Appendix 3.

## Awards at the Master's Degree Level

Since the 1954 *Brown* decision, the changes in master's degree awards by TBI's have been large and widespread. Growth has been evident in the number of TBI's with master's degree programs, the number of degrees awarded, and the variety of disciplines offered. In 1954, 16 TBI's awarded about 1,300 master's degrees in 10 discipline divisions; by 1982, 34 TBI's awarded almost 4,500 degrees in 22 discipline divisions. (See below.)

The total number of master's degrees awarded by TBI's increased very little during the years 1954 to 1964 (chart 3.4). In the last half of the 1960's, master's degree awards began to increase, growing from about 1,500 in 1964 to 2,700 in 1969. From 1970 to 1977, the number of master's degree awards increased, reaching a peak of 6,150 in 1977. Since then, master's degree awards have declined. By 1982, the number of master's degrees granted by TBI's was about the same as that granted in 1972 (chart 3.4).

**Chart 3.4 — Number of master's degrees awarded by public and private TBI's: 1970 to 1982**



The trends in master's degree awards in the TBI's were different from those of other institutions in the TBI States. In the non-TBI's, growth began earlier (in the late 1950's) and the decline in awards from 1977 to 1982 was considerably smaller (5 percent in the non-TBI's versus 28 percent in the TBI's) (unpublished tabulations).

In 1982, two private TBI's—Atlanta University and Howard University—awarded the largest number of master's degrees among TBI's (table 3.3).

| Year | TBI's that awarded master's degrees* | | Number of master's degrees awarded | Number of discipline divisions |
|---|---|---|---|---|
| | Public | Private | | |
| 1954 | 8 | 8 | 1,306 | 10** |
| 1982 | 27 | 7 | 4,447 | 22 |

*Does not include any TBI's that may have had a master's degree program in operation but did not graduate students that year.

**Cross-walked to discipline divisions as defined in 1982.

**Table 3.3 — TBI's that awarded 200 or more master's degrees: 1982**

| Selected TBI's | Number of master's degrees |
|---|---|
| Atlanta University (GA)* | 383 |
| Howard University (DC)* | 374 |
| Prairie View A&M University (TX) | 364 |
| Jackson State University (MS) | 284 |
| Texas Southern University | 271 |
| Southern A&M University, Baton Rouge (LA) | 251 |
| Alabama A&M University | 235 |
| Tennessee State University | 209 |

*Private institutions.

## Discipline Division and Specialties of Master's Degrees

At the master's degree level, the discipline of education has historically accounted for a high proportion of the degrees awarded by TBI's. In 1954, education degrees accounted for almost 80 percent of all TBI master's degree awards. In 1982, education degrees accounted for 55 percent of all master's degree awards by TBI's, a proportion almost 20 percentage points higher than that for other colleges and universities in the TBI States (table 3.4).

The greatest change in the master's curriculum at TBI's during the 1970's was in the discipline of business and management. The number of degrees awarded in this

**Table 3.4 — Percentage distribution of master's degrees conferred by TBI's and non-TBI's in the TBI States, by discipline division: 1982**

| Discipline division* | Traditionally black institutions | Non-TBI's in the TBI States |
|---|---|---|
| Total number | 4,447 | 114,742 |
| | (Percentage distribution) | |
| Total percent | 100 | 100 |
| Education | 55 | 36 |
| Business and management | 13 | 19 |
| Public affairs and services | 9 | 6 |
| Social sciences | 3 | 4 |
| Psychology | 2 | 2 |
| Biological sciences | 2 | 2 |
| Library science | 2 | 2 |
| Engineering | 2 | 6 |
| Agriculture and natural resources | 2 | 1 |
| Physical sciences | 1 | 2 |
| Letters | 1 | 2 |
| Home economics | 1 | 1 |
| Communications | 1 | 1 |
| Architecture and environmental design | 1 | 1 |
| Health professions | 1 | 6 |
| Mathematics | 1 | 1 |
| Computer and information sciences | 1 | 1 |
| Fine and applied arts | ** | 2 |
| Law | ** | 1 |
| Interdisciplinary sciences | ** | 1 |
| Foreign languages | ** | 1 |
| Theology | ** | 2 |
| Area studies | 0 | ** |
| Military sciences | 0 | 0 |

* Listed in descending order by the number of degrees awarded by TBI's.
** Less than 0.5 percent.
Note: Details may not add to total because of rounding.

discipline grew from 123 in 1972 to 577 in 1982, and the number of TBI's that awarded master's degrees in business increased from 5 to 15 (table 3.5).

In engineering and the health professions, master's degree recipients from TBI's increased somewhat from 1972 to 1982 (table 3.5). Of interest also was the increase in the number of TBI's (from 0 to 9) that graduated students in the health professions; as the newer programs become more established, the number of master's degree recipients in this field may increase during the 1980's.

The most popular specialties (within discipline divisions) for master's degrees awarded by TBI's in 1982 were: student personnel, educational administration, elementary education, business management and administration, and social work and helping services. The reader is referred to Appendix 3 for further information on each of the specialties in which the TBI's graduated studen in 1982.

## Awards at the Doctoral Level

Howard University was the first TBI to award doctoral degrees when it graduated its first doctoral students in 1957. Eleven years later, another TBI, Atlanta University, began to confer doctor's degrees. In 1972, these two institutions awarded 28 doctor's degrees, and by 1982, awarded 75 doctor's degrees. A few other TBI's also conferred a small number of doctor's degrees.

| TBI's that awarded doctor's degrees in 1982 | Number of doctor's degrees awarded in 1982 |
|---|---|
| Total | 87 |
| Howard University (DC) | 54 |
| Atlanta University (GA) | 21 |
| Texas Southern University* | 8 |
| Meharry Medical College (TN) | 2 |
| Jackson State University (MS)* | 2 |

*Public institutions.

Only two public TBI's, Texas Southern University and Jackson State University (MS), awarded doctoral degrees in 1982. However, there were three other public TBI's that had new doctoral programs in 1982 which had not yet produced graduates. These were: Morgan State University (MD), University of Maryland at Eastern Shore, and Tennessee State University.

While growth of doctoral programs was slow in the TBI's, doctoral programs in other institutions in the TBI States grew rapidly. The number of doctor's degrees awarded in the non-TBI's grew from 2,350 in 1954 to 8,450 in 1969. By 1975 this had increased to 12,350 and has remained around that level through 1982. The public sector now accounts for about 7 out of 10 doctor's degrees conferred by non-TBI's in the TBI States.

**Table 3.5 — Master's degees awarded by TBI's in selected discipline divisions: 1972 and 1982**

| Selected discipline divisions | Number of degrees | | Percent of all degrees | | Number of TBI's | |
|---|---|---|---|---|---|---|
| | 1972 | 1982 | 1972 | 1982 | 1972 | 1982 |
| Education | 3,408 | 2,456 | 74 | 55 | 30 | 30 |
| Business and management | 123 | 577 | 3 | 13 | 5 | 15 |
| Engineering | 42 | 73 | 1 | 2 | 3 | 4 |
| Health professions | 0 | 60 | 0 | 1 | 0 | 9 |

*Less than 0.5 percent.

### Discipline Divisions and Specialties of Doctor's Degrees

Among the discipline divisions, the number of doctor's degrees conferred by TBI's has been small and has varied considerably from year to year. For example, in 1981, biological sciences and social sciences accounted for the largest number of doctorate awards; in 1982, education and biological sciences accounted for the largest number. Regardless of year, however, the TBI doctoral programs in the education and biological sciences disciplines were more dispersed (found in more TBI's) and more diversified (awarded in more specialties). The specialties in which TBI's conferred degrees in these two disciplines in 1981 or 1982 were:

| Education* | Biological sciences |
|---|---|
| Educational administration | Pharmacology |
| Higher education | Physiology |
| Student personnel | Biochemistry |
| Educational psychology | Cell biology |
| Pre-elementary education | Zoology |
| | Microbiology |
| | Molecular biology |
| | Genetics |
| | Anatomy |
| | Biology |

*A new program in educational guidance and counseling was offered in 1982 by a TBI, but the program had not yet produced graduates.

Other specialties in which TBI's awarded doctor's degrees in either 1981 or 1982 were: theological professions, political science and government, home economics, chemistry, psychology, communications, economics, social work and helping services, history, sociology, African studies, English, and mechanical engineering.

## First-professional Degree Awards[3]

The traditionally black institutions of higher education offered professional programs early in their history. The Federal government survey of TBI's in 1915 documented large medical and dental programs at Howard University and Meharry Medical College. Howard University also offered law, and several TBI's had small theological programs.

Throughout the 1960's, TBI's awarded about 450 first-professional degrees annually, 85 to 90 percent of which were conferred by the private sector. In the early 1970's, professional awards in TBI's began to increase, reaching almost 800 in 1976. In the next six years, the number of first-professional degree awards did not change considerably, reaching 887 in 1982.

In 1982, the public TBI's accounted for 24 percent of the TBI first-professional degree awards. (Among other institutions in the TBI States, the public sector awarded almost half of all first-professional degrees.) Public TBI's only awarded first-professional degrees in the area of law; the private TBI's awarded professional degrees in medicine, dentistry, law, veterinary medicine, and theology (table 3.6).

## Race and Sex of Degree Recipients

The TBI's awarded a smaller proportion of their degrees to black students in 1981 than in 1976[4]. In 1976, blacks accounted for 90 percent of the TBI baccalaureate graduates; this declined to 85 percent in 1981. At the master's level, blacks accounted for 77 percent of TBI graduates in 1976 and 69 percent in 1981.

Public TBI's awarded significant proportions of their first-professional and master's degrees to white students (table 3.7). Nonresident aliens also accounted for a significant proportion of degree recipients at both public and private TBI's.

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[3] First-professional degrees are defined in Federal government surveys as the first degree preparing one for a professional occupation. It is based on a program which requires at least 2 years of college work prior to entrance and at least 6 years of college work is required to complete the program. NCES recognizes the following 10 fields as awarding first-professional degrees: Chiropractic, Dentistry, Law, Medicine, Optometry, Osteopathic Medicine, Pharmacy, Podiatry, Theology, and Veterinary Medicine.

[4] These are the earliest and latest years for which data on race of degree recipients are currently available. See Appendix 1.

**Table 3.6 — TBI's that awarded first-professional degrees, by discipline: 1982**

| TBI | Dentistry | Medicine | Veterinary medicine | Law | Theology* |
|---|---|---|---|---|---|
| Total | 158 | 203 | 50 | 372 | 104 |
| Howard University (DC) | 108 | 109 |  | 162 | 20 |
| Meharry Medical College (TN) | 50 | 94 |  |  |  |
| Southern University (LA) |  |  |  | 66 |  |
| Texas Southern University |  |  |  | 81 |  |
| North Carolina Central University |  |  |  | 63 |  |
| Tuskegee Institute (AL) |  |  | 50 |  |  |
| Interdenominational Theological Center (GA) |  |  |  |  | 58 |
| Virginia Union University |  |  |  |  | 26 |

* Theology degrees were awarded intermittently during the 1970's by several other TBI's: Morris College (SC), Livingstone College (NC), Shaw University (NC), and Johnson C. Smith University (NC).

Note: The TBI's did not confer first-professional degrees in optometry, osteopathic medicine, podiatry, pharmacy, or chiropractic medicine in 1982. Although no TBI offerred a first-professional degree in pharmacy (Doctor of Pharmacy), 4 TBI's awarded 160 Bachelor of Science degrees in pharmacy in 1982. These TBI graduates would become pharmacists by the more common route, whereby they obtain a B.S. in pharmacy, serve as an apprentice, and then take the licensing examination.

**Table 3.7 — Percentage distribution of TBI degree recipients, by race of recipient, level of degree, and control of TBI's: 1981**

| Level of degree and control of TBI's | Total number | Total percent | Race of recipient |  |  | Nonresident alien |
|---|---|---|---|---|---|---|
|  |  |  | Black | White | Other* |  |
|  |  |  | (Percentage distribution) |  |  |  |
| Bachelor's |  |  |  |  |  |  |
| Public | 15,264 | 100 | 82 | 9 | 1 | 8 |
| Private | 7,468 | 100 | 92 | 1 | 1 | 6 |
| Master's |  |  |  |  |  |  |
| Public | 3,621 | 100 | 67 | 22 | ** | 10 |
| Private | 977 | 100 | 76 | 4 | 4 | 16 |
| Doctor's |  |  |  |  |  |  |
| Public | 4 | 100 | 75 | 0 | 0 | 25 |
| Private | 98 | 100 | 67 | 10 | 1 | 21 |
| First-professional |  |  |  |  |  |  |
| Public | 207 | 100 | 63 | 27 | 8 | 2 |
| Private | 676 | 100 | 73 | 15 | 3 | 9 |

*Includes Asian, Hispanic, and American Indian.
**Less than 0.5 percent.
Note: Percents may not add to total because of rounding.

Women accounted for over half the bachelor's and master's degree recipients in the TBI's, and accounted for about a third of the doctoral and first-professional degree recipients in 1982.

| Degree level | Women as a percent of all degree recipients in TBI's: 1982 |
|---|---|
| Bachelor's | 56 |
| Master's | 60 |
| Doctor's | 32 |
| First-professional | 36 |

## Sub-baccalaureate Awards

The number of sub-baccalaureate awards (associate degrees and other formal awards for less than 4 years of full-time college-level study) awarded by the TBI's increased from about 1,400 in 1972 to 2,400 in 1982 (table 3.8). In 1972, 29 TBI's conferred sub-baccalaureate awards; by 1982, this had increased to 37 TBI's.

Sub-baccalaureate degrees and awards are conferred by both 2-year and 4-year TBI's. Among TBI's in 1972, the 2-year institutions conferred three-fourths of all sub-baccalaureate awards; by 1982, the 2-year TBI's conferred a little over half. Their growth during this period was overshadowed by the tremendous growth in awards by public 4-year TBI's. In 1982, the public 4-year TBI's conferred more sub-baccalaureate awards than either the public or private 2-year TBI's (table 3.8).

The large increase in sub-baccalaureate awards in the public 4-year TBI's, however, was concentrated in just a few institutions. Four TBI's accounted for over three-fourths of the increase in the number of awards between 1972 and 1982; Tennessee State University, Bluefield State College, West Virginia State College, and the University of the District of Columbia.

Of the five private 4-year TBI's that granted sub-baccalaureate awards in 1982, Howard University, Oakwood College, and Shaw University conferred 85 percent of the awards.

### Type of Program

Sub-baccalaureate programs can be classified generally as occupational or as arts and sciences (which are usually creditable towards a 4-year degree). Arts and sciences programs have traditionally been offered by the 2-year TBI's, while occupational programs have been offered for many years by both 2-year and 4-year TBI's. In 1956, there were 17 TBI's that had sub-baccalaureate occupational programs; by 1982, this had increased to 34 TBI's.

Reflecting national trends during the 1970's, TBI sub-baccalaureate awards in arts and sciences programs declined, while awards in occupational programs grew tremendously. Between 1972 and 1982, the number of sub-baccalaureate awards in arts and sciences declined 16 percent while awards in occupational programs increased 200 percent in the TBI's. Over half of the increase in the number of occupational awards was accounted for by the growth of occupational programs in public 4-year TBI's (unpublished tabulations).

**Table 3.8 — Increase in sub-baccalaureate degrees and awards, by level and control of TBI's: 1972 to 1982**

| Level/control of TBI's | Number of awards in: | | Percent increase 1972 to 1982 |
|---|---|---|---|
| | 1972 | 1982 | |
| Total | 1,386 | 2,366 | 59 |
| 2-year | | | |
| Public | 616 | 797 | 35 |
| Private | 433 | 474 | 9 |
| 4-year | | | |
| Public | 275 | 992 | 261 |
| Private | 62 | 103 | 66 |

The increase in occupational awards was accompanied by a decrease in arts and sciences awards. Among the 2-year TBI's, the shift from arts and sciences awards to occupational awards varied by control. In the public 2-year colleges, arts and sciences awards declined by almost one-third, while occupational awards more than doubled between 1972 and 1982 (table 3.9). By 1982, two-thirds of their sub-baccalaureate awards were in occupational programs.

In contrast, the private 2-year colleges still conferred more arts and sciences awards than occupational awards in 1982. Although occupational awards increased significantly in this sector since 1972, the growth occurred in only 3 of the 11 colleges. (One of these colleges, Selma University (AL), shifted from conferring almost all arts and sciences awards in 1972 to conferring almost all occupational awards by 1982.) The other 8 private 2-year TBI's still conferred only arts and sciences awards in 1982.

## Occupational Divisions and Specialties of Sub-baccalaureate Awards in 1982

Data on occupational programs is collected in six divisions. In 1982, the most popular division in which TBI's conferred occupational awards was health services, which accounted for a third of all occupational awards; business/commerce and mechanical/engineering ranked a close second and third (table 3.10).

**Table 3.10 — Percentage distribution of TBI sub-baccalaureate awards among occupational curriculum divisions: 1982**

| Curriculum division | Sub-baccalaureate awards |
|---|---|
| Total occupational awards | 1,674 |
|  | (Percentage distibution) |
| Total percent | 100 |
| Health services and paramedical | 32 |
| Business and commerce | 24 |
| Mechanical and engineering | 21 |
| Public service-related | 13 |
| Data processing | 5 |
| Natural science | 5 |

Within each of the six occupational program divisions, there are many specialties. In 1982, one-fifth of the sub-baccalaureate occupational awards conferred by TBI's were in the specialty of nursing (R.N.), and most of these were conferred by 4-year TBI's. Other specialties that accounted for 5 percent or more of all occupational awards were secretarial (7 percent); police, law enforcement, corrections (6 percent); and electronics and machine technologies (5 percent). For more information on the specialties in which TBI's conferred sub-baccalaureate degrees, see Appendix 3.

**Table 3.9 — TBI sub-baccalaureate awards in arts and sciences and occupational programs, by level/control: 1972 and 1982**

| Level/control | Arts and sciences |  | Occupational |  |
|---|---|---|---|---|
|  | 1972 | 1982 | 1972 | 1982 |
| Total | 825 | 692 | 561 | 1,674 |
| 2-year |  |  |  |  |
| Public | 408 | 290 | 208 | 507 |
| Private | 416 | 333 | 17 | 141 |
| 4-year |  |  |  |  |
| Public | 1 | 69 | 274 | 923 |
| Private | 0 | 0 | 62 | 103 |

## Chapter IV

# TBI's and the Higher Education of Blacks in the South

When segregation was legal in most Southern States, the traditionally black institutions played the major role in providing higher education for black youth in these States and in the country as a whole. Even after the *Brown* decision in 1954, they continued to enroll most black students in higher education. In the 1960's, with the advent of desegregation, many black students began to attend predominantly white institutions. The contribution of TBI's to the education of black students in the Southern States changed greatly during the 1970's. This chapter examines data for blacks in TBI's and non-TBI's in terms of the following questions:

- Has black enrollment in the TBI's declined? What proportion of black students in the TBI States enroll in TBI's?
- Are enrollment patterns different for blacks in TBI's versus other institutions? Do graduation rates differ for blacks in TBI's versus non-TBI's?
- What is the TBI's contribution to the number of black graduates at different degree levels and in various disciplines of study?
- To what extent are blacks represented among degree recipients in the non-TBI's?
- How well do black college graduates from TBI's fare in the job market compared with black graduates from non-TBI's?

There are several facets of the role that TBI's play that cannot be statistically examined here, such as the provision of role models for black youth, the training of black leaders, contributions to their communities, their role as centers of black culture, and their expertise in educating underprepared students.[1]

This chapter focuses on the changing participation of TBI's in the education of black students in the States where the TBI's are located. First it describes the desegregation of elementary and secondary schools as this relates to black students' choices to attend predominantly white or black colleges. Then it examines the growth of black college enrollment and its changing distribution between the TBI's and non-TBI's during the 1970's. The participation of the TBI's[2] in the higher education of black students is then examined in terms of enrollment and degree awards, type of institution, field of study, and State.

## Desegregation in Elementary and Secondary Schools

The U.S. Supreme Court decision *Brown* v. *Board of Education* in 1954, which declared that separate schools for blacks and whites were inherently unequal, laid the foundation for dismantling the dual elementary/secondary education systems. The NAACP continued litigation to establish a timetable for the enforcement of the *Brown* decision and to abolish pupil placement laws and "free-choice" plans (in which an individual black student could apply to transfer to a white school). Civil rights demonstrations began in the late 1950's, and grew into a national movement during the early 1960's. Although desegregation began to occur in some Southern States (primarily border States), in 1964, 10 years after the *Brown* decision, only 1.2 percent of black elementary and secondary students in the nonborder Southern States attended desegregated schools.[3]

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[1] For more information on some of the roles TBI's play in these areas, see: Kenneth S. Tollett, "Black Institutions of Higher Learning: Inadvertent Victims or Necessary Sacrifices?" (Washington, D.C.: Institute for the Study of Educational Policy, 1981).

[2] It should be noted that this chapter deals only with black student enrollment and black degree recipients in TBI's, and not *all* students and degree recipients in TBI's. As shown in previous chapters, blacks comprised 84 percent of the student body in TBI's and 83 percent of their degree recipients in the 1981-82 academic year.

Passage of the Civil Rights Act in 1964 increased Federal involvement in pursuing the goal of desegregation; Title IV authorized the U.S. Commissioner of Education to help school districts desegregate, empowered the Attorney General to institute lawsuits to bring about desegregation; Title VI forbade the use of Federal funds in any federally assisted program that practiced racial discrimination.[4] Desegregation began to increase and by 1970 one-fourth of black elementary and secondary students in the Southern States attended schools with 99 to 100 percent black enrollment. Still, 63 percent of black students in these States attended predominantly black schools in 1970; by 1976 this had only decreased to 56 percent (table 4.1).

The racial composition of the elementary and secondary schools attended by black youth may be important in terms of their choice of a college. One study indicated that high school racial composition was a major determinant of student choice in attending a predominantly black versus a predominantly white college. For Southern high school graduates who went on to college, it found that a black student who had attended a predominantly white high school was more likely to attend a predominantly white college than a predominantly black college.[5] Thus, as fewer black youth attended predominantly black elementary and secondary schools in the 1970's, it would be expected that a lower proportion of blacks would enroll in predominantly black colleges.

**Table 4.1 — Distribution of black public elementary and secondary students in Southern States, by composition of school (percent black): 1970 and 1976**

| Composition of school—percent black: | Black public elementary/secondary students in the Southern States | |
|---|---|---|
| | 1970 | 1976 |
| Total black students | 3,548,222 | 3,549,275 |
| | (Percentage distribution) | |
| Total | 100 | 100 |
| Less than 20 percent black | 9 | 10 |
| 20 to 49.9 percent black | 28 | 34 |
| 50 to 100 percent black, total | 63 | 56 |
| [50 to 89 percent black] | [26] | [30] |
| [90 to 100 percent black] | [37] | [26] |

SOURCE: U.S. Department of Health, Education, and Welfare, Office for Civil Rights, unpublished tabulations; calculations by NCES. Data derived from 1,441 selected school districts in the Southern States surveyed by the Office for Civil Rights in both 1970 and 1976; these districts enrolled 94 percent of the black students in those States. Data for 1980 were collected but were not available in this form.

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[3] U.S. Department of Health, Education, and Welfare, The National Institute of Education, *Minority Students: A Research Appraisal* (Washington, D.C.: 1977), p. 22. These States included Alabama, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, and Virginia.

[4] *Ibid*, p. 22.

[5] Gail E. Thomas and Jomills H. Braddock II, *Determining the College Destination of Black Students* (Atlanta, Georgia: Southern Education Foundation, 1981), pp. 42 and 44. The data base used for this study was the National Longitudinal Study of the High School Class of 1972.

# Black Enrollment in Higher Education

During the 1960's and 1970's, the total number of black students enrolled in colleges in the Southern States (and nationally)[6] increased considerably. Data from the Bureau of Census indicated that the total black college enrollment in the Southern States tripled between 1960 and 1970, and then doubled between 1970 and 1980.[7] In 1982, there were about 600,000 black students enrolled in colleges in the TBI States.

The growth in black enrollment in the 1960's and 1970's may be attributed in part to reduced barriers and greater access to higher education for blacks, and to a larger population of black youth eligible for college. Access of black students to predominantly white colleges and access to financial resources to attend college began to improve beginning in the mid-1960's. By 1967, almost all the public non-TBI's in the Southern States had enrolled one or more black students[8] and some had begun to actively recruit black students. However, due to the low incomes of many black families,[9] many black youth needed financial aid in order to attend college. In 1965, the U.S. Congress began to establish grant, work-study, and loan programs aimed at reducing financial barriers to college for all low-income students. In 1972, Congress established the Basic Grant program (now referred to as the Pell Grant program) which became the major source of financial aid for low-income students.

## Demographic Changes Among Black Youth

In conjunction with reduced barriers for blacks to attend college, there were also demographic changes among Southern blacks that substantially increased the pool of black youth eligible to attend college. In order to estimate growth in the "college-age" population, data are examined here for blacks 20 to 24 years old (this was the only relevant age group for which data were readily available for comparisons over two decades for the Southern States).

The number of blacks aged 20 to 24 in the Southern States increased by almost a quarter million between 1960 and 1970, despite a net out-migration of about 1.4 million of the total black population from these States.[10] The size of the black 20-24 year age cohort grew by almost a half million between 1970 and 1982, with two-thirds of the growth occurring between 1970 and 1976.

| Year | Blacks 20-24 in the Southern States (in thousands) | Blacks 20-24 graduated from high school | Black high school graduates 20-24 who completed 1 or more years of college |
|---|---|---|---|
| | | | (In percent) |
| 1960 . . . . . . . . . . . . . . . | 700 | 35 | 30 |
| 1970 . . . . . . . . . . . . . . . | 944 | 57 | 32 |
| 1976 . . . . . . . . . . . . . . . | 1,218 | 67 | 39 |
| 1982 . . . . . . . . . . . . . . . | 1,388 | 75 | 37 |

SOURCES: U.S. Department of Commerce, Bureau of the Census: for 1960 and 1970—Census of the Population (Spring); for 1976—Survey of Income and Education (Spring), unpublished NCES tabulations; for 1982—Current Population Survey (March), unpublished tabulations.

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[6] U.S. Department of Education, National Center for Education Statistics, "Update on Black College Students and Black Colleges: 1980-1981," NCES Bulletin 81-361, September 1981, p.1. If the reader is also interested in national trends for black enrollment and degree awards, see: "Participation of Black Students in Higher Education: A Statistical Profile from 1970-71 to 1980-81," NCES Special Report 83-327, November 1983.

[7] James R. Mingle, *Black Enrollment in Higher Education: Trends in the Nation and the South* (Atlanta, Georgia: Southern Regional Education Board, 1978), p. 8, for 1960 and 1970 data; U.S. Department of Commerce, Bureau of the Census, unpublished tabulation for 1980 data.

[8] Frank Bowles and Frank A. Decosta, *Between Two Worlds, A Profile of Negro Higher Education* (New York: McGraw Hill, 1971), p. 74.

[9] The percent of black families in the Southern States with incomes of $15,000 or more was 4 percent in 1964, 10 percent in 1969, and 13 percent in 1974. Op. cit., *The Social and Economic Status of the Black Population in the United States: An Historical View: 1790-1978*, p. 38 (Income levels for 1964 and 1969 were adjusted for price changes in 1974 dollars). Comparable figures for white families in the Southern States were 21 percent in 1964, 33 percent in 1969, and 36 percent in 1974.

[10] Op. cit., *The Social and Economic Status of the Black Population in the United States: An Historical View: 1790-1978*, pp. 15-16 This large net out-migration of blacks stopped during the 1970's. Between 1970 and 1980, the number of blacks leaving the Southern States was about the same as the number who migrated to those States. See: U.S. Department of Commerce, Bureau of the Census. "1980 Census of the Population Supplementary Report: Age, Sex, Race, and Spanish Origin of the Population, by Regions, Divisions, and States: 1980," PC80-S1-1, May 1981, p. 1.

The proportion of blacks 20-24 years old in the Southern States who graduated from high school more than doubled in 22 years—from 35 percent in 1960 to 75 percent in 1982—producing an expanding pool of high school graduates eligible for college. The percent of these graduates who went on to college and completed one or more years increased from 30 percent in 1960 to 39 percent in 1976, and then declined slightly to 37 percent in 1982.

Still, in 1982, the high school graduation rates and the college entrance rates were lower among black youth than among white youth in the Southern States. Among the population of 20- to 24-year-olds, 75 percent of blacks and 80 percent of whites had graduated from high school. The proportion of these high school graduates who completed at least a year of college differed even more between blacks (37 percent) and whites (44 percent). While the high school graduation rate for blacks has consistently grown closer to the rate for whites, the proportion of black youth entering and completing one year of college increased until 1976, but has remained at a level far below the rate for whites since then.

How would the trends of the late 1970's affect college enrollment of black students if they were to continue into the 1980's? If the demographic trends among black youth of the late 1970's continue into the 1980's, it would be expected that:

— population growth would slow,
— the high school graduation rate would increase slightly, then level off at around the rate for whites, and
— the proportion of high school graduates entering college and completing at least one year would remain the same.

If the college participation rate remains the same and the high school graduation rate levels off, the growth in black enrollment in the 1980's would have to result primarily from population growth, which would be slowing. This indicates that if the demographic trends of the late 1970's continue, the pool of black youth eligible to attend college would stabilize during the 1980's. This would be a change from the situation in the 1970's where TBI's and non-TBI's drew their black students from an expanding pool of eligible applicants.

## Distribution of Black Students in TBI's and Non-TBI's

It was difficult to determine the proportion of black students enrolled in TBI's versus non-TBI's in the TBI States until 1968, when the U.S. Office for Civil Rights began biennial surveys of enrollment by race/ethnicity in virtually all institutions of higher education.[11] These surveys indicated that traditionally black institutions enrolled over half of black students in the TBI States until the early 1970's. By 1976, about one-third of the black students in these States were enrolled in TBI's, a proportion which has declined only slightly since then.

Although the proportion of black students who enrolled in TBI's declined during the early 1970's, the actual *number* of black students enrolled in TBI's increased. (This proportional decline reflects the fact that the number of black students who enrolled in non-TBI's increased much more than the number who enrolled in the TBI's.) In the last half of the 1970's, black enrollment stabilized in the TBI's, but continued to grow slowly in the non-TBI's in the TBI States. Then, from 1980 to 1982, black enrollment declined in the TBI's, but remained about the same in the non-TBI's in the TBI States. In 1982, the TBI's enrolled 29 percent of all black students in the TBI States.

The next sections of this chapter examine trends in black enrollent in the TBI's and non-TBI's in the TBI States from 1970 to 1982. Each level of enrollment is examined separately since trends varied for black undergraduates, graduates, and first-professional students. In order to present consistent data for this period, it was necessary to limit the analysis to full-time students enrolled in a degree program. Only at the graduate level is a digression made to examine available data on part-time enrollment, because most graduate students are enrolled part-time.

### Undergraduate Enrollment

Providing an undergraduate program of study for full-time students is a primary function of the TBI's (in 1982, three-fourths of the black students in TBI's were full-time undergraduates seeking a degree). The number of black

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[11] These surveys are the source of the data presented in the rest of this section on enrollment. See Appendix 1 for further information.

| Year | Black full-time undergraduates in the TBI States | | |
|---|---|---|---|
| | Total number (in thousands) | Number enrolled in TBI's (in thousands) | Percent enrolled in TBI's |
| 1970 | 213 | 133 | 62 |
| 1972 | 273 | 145 | 55 |
| 1974 | 293 | 136 | 47 |
| 1976 | 365 | 149 | 41 |
| 1978 | 360 | 146 | 41 |
| 1980 | 379 | 145 | 38 |
| 1982 | 369 | 136 | 37 |

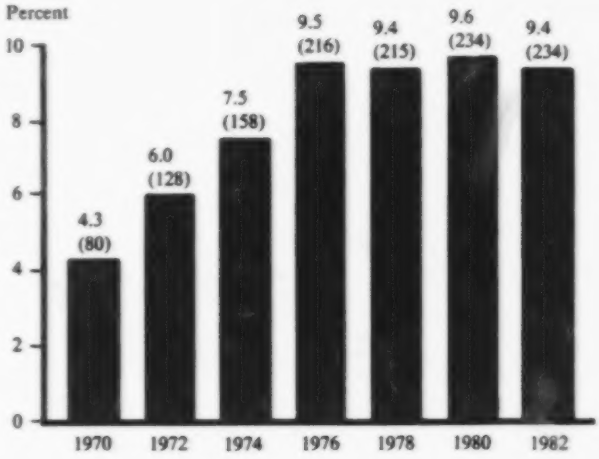
Note: Percents were calculated from actual numbers, not rounded numbers.

full-time undergraduates in TBI's increased from 133,000 in 1970 to 149,000 in 1976 and then declined to 136,000 in 1982. Throughout the 1970's, however, black students in TBI's accounted for a declining proportion of all black full-time undergraduates enrolled in institutions in the TBI States. While in 1970, the TBI's enrolled 62 percent of all black full-time undergraduates in the TBI States, this decreased to 41 percent by 1976. Between 1976 and 1982, the proportion of blacks who enrolled in TBI's declined only 4 more percentage points to 37 percent.

The declining proportion of black full-time undergraduate students who were enrolled in the TBI's during the 1970's resulted primarily from large increases in black enrollment in non-TBI's, especially until 1976. Blacks became a significant part of the full-time undergraduate enrollment of the non-TBI's in the TBI States, increasing their representation from 4.3 percent of all students in 1970 to 9.5 percent by 1976. After 1976, however, black representation in non-TBI's has remained at around the same level (chart 4.1).

Black students in non-TBI's were heavily concentrated in 2-year colleges. In 1982, almost half of the black full-time undergraduates in non-TBI's were enrolled in 2-year institutions.[12] Blacks therefore composed a greater part of the student bodies in 2-year non-TBI's than in 4-year non-TBI's in the TBI States. In 2-year colleges, blacks composed 16.3 percent of all full-time undergraduates; in 4-year institutions, blacks composed 7.0 percent of all full-time undergraduates (unpublished tabulations).

**Chart 4.1 — Blacks as a percent of full-time undergraduates in non-TBI's in the TBI States: 1970 to 1982**



(###) is number in thousands of black full-time undergraduates in the non-TBI's in the TBI States.

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[12] Of the approximately 234,000 black full-time undergraduates enrolled in non-TBI's in the TBI States, 104,000 or 45 percent, were in 2-year colleges, compared with 23 percent for whites. For a thorough discussion on minorities in 2-year colleges, see: Michael A. Olivas, *The Dilemma of Access* (Washington, D.C.: Howard University Press, 1979).

## Graduate Enrollment

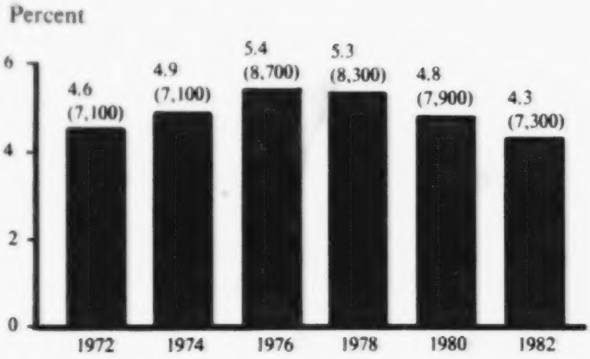
From 1972 to 1982, the number of black full-time graduate students in the TBI's has varied from year to year, with no consistent patterns.

In the non-TBI's in the TBI States, both the number and percentage representation of blacks among full-time graduate students increased from 1972 to 1976, but both then declined from 1976 to 1982. In 1982, blacks comprised a smaller proportion of all full-time graduate students in non-TBI's in the TBI States than in 1972 (chart 4.2).

The decline among black full-time graduate students in non-TBI's after 1976 did not occur to the same extent among white students. Between 1976 and 1982, the number of black full-time graduate students in non-TBI's in the TBI States decreased 16 percent, while the number of white full-time graduate students decreased only 3 percent (unpublished tabulation).

Data on part-time graduate enrollment is particularly important because the majority of graduate students attend part-time. Between 1976 and 1982, the total number of black part-time graduate students in the TBI's declined from 9,300 to 6,900. The TBI's enrolled a third of the black part-time students in the TBI States in 1982, a proportion that has remained about the same since 1978.

**Chart 4.2 — Blacks as a percent of full-time graduate students in non-TBI's in the TBI States: 1972 to 1982**



(###) is number of black full-time graduate students in the non-TBI's in the TBI States.

| Year | Black full-time graduate students in the TBI States | | |
|---|---|---|---|
| | Total number | Number enrolled in TBI's | Percent enrolled in TBI's |
| 1972 | 11,200 | 4,100 | 37 |
| 1974 | 11,500 | 4,400 | 39 |
| 1976 | 12,100 | 3,400 | 28 |
| 1978 | 11,700 | 3,300 | 29 |
| 1980 | 12,700 | 4,800 | 38 |
| 1982 | 11,000 | 3,700 | 33 |

Note: Percents were calculated from actual numbers, not rounded numbers.

| Year | Black part-time graduate students* in the TBI States | | |
|---|---|---|---|
| | Total number | Number in TBI's | Percent in TBI's |
| 1976 | 25,700 | 9,300 | 36 |
| 1978 | 24,500 | 7,800 | 32 |
| 1980 | 22,700 | 7,100 | 31 |
| 1982 | 21,400 | 6,900 | 32 |

*Excludes students who were not candidates for a degree, i.e., unclassified students.
Note: Percents were calculated from actual numbers, not rounded numbers.

| Year | Black full-time first-professional students in the TBI States | | |
|---|---|---|---|
| | Total number | Number in TBI's | Percent in TBI's |
| 1972 | 4,600 | 2,000 | 44 |
| 1974 | 4,600 | 1,900 | 42 |
| 1976 | 5,400 | 2,000 | 38 |
| 1978 | 6,000 | 2,400 | 40 |
| 1980 | 7,100 | 2,800 | 39 |
| 1982 | 6,800 | 2,500 | 37 |

Note: Percents were calculated from actual numbers, not rounded numbers.

The decline in black part-time graduate students found in the TBI's from 1976 to 1982 also occurred in non-TBI's, where their number dropped from 16,400 to 14,500. However, black representation among all part-time graduate students in non-TBI's in the TBI States increased from 5.8 percent to 6.4 percent in this period, since the extent of the decline was less for blacks than for other students. It is not known, however, if there were changes in enrollment status from full-time enrollment (where there were considerable declines) to part-time enrollment among black graduate students in the non-TBI's in the TBI States.

## First-professional Enrollment

In the decade between 1972 and 1982, the number of black first-professional students increased slightly in the TBI's but increased considerably more in the non-TBI's in the TBI States. In 1972, TBI's enrolled 44 percent of all black first-professional students in the TBI States. By 1982, TBI's enrolled 37 percent, a declining but still significant proportion of the black first-professional students in the TBI States.

The contribution of TBI's in providing first-professional education for blacks varies considerably by professional field. During the 1970's, the TBI's have played a larger role in educating black dental and veterinarian students than medical or law students in the TBI States (table 4.2).

**Table 4.2 — Black full-time first-professional students enrolled in the TBI States: 1970, 1976, and 1982**

| First-professional school and year | Black full-time students in the TBI States | | |
|---|---|---|---|
| | Total number | Number in TBI's | Percent in TBI's |
| Medical | | | |
| 1970 | 906 | 595 | 66 |
| 1976 | 1,840 | 665 | 36 |
| 1982 | 2,312 | 741 | 32 |
| Dental | | | |
| 1970 | 444 | 414 | 93 |
| 1976 | 551 | 328 | 60 |
| 1982 | 718 | 451 | 63 |
| Law | | | |
| 1970 | 1,173 | 621 | 53 |
| 1976 | 2,332 | 753 | 32 |
| 1982 | 2,817 | 934 | 33 |
| Veterinary* | | | |
| 1982 | 131 | 101 | 77 |

*Data not requested on the survey form in 1970 and 1976.

While the number of black students in TBI's increased during the 1970's in each professional field, the TBI share of the total black enrollment declined considerably. Still, the TBI's play a significant part in the education of black first-professional students in the TBI States, enrolling one-third of black medical and law students and almost two-thirds of black dental students in 1982 (table 4.2).

As an increasing number of black students enrolled in first-professional schools in non-TBI's in the TBI States, the proportional representation of blacks in these medical, dental and law schools also increased, especially between 1970 and 1976 (chart 4.3).

## Overview of Enrollment Trends

The number of black students in colleges increased dramatically in the late 1960's and early 1970's, in part as a result of greater access to predominantly white institutions, more financial aid for low-income students, and a growing population of black youth eligible to attend college. Black enrollment increased during this period in TBI's and, to a much greater extent, in the other institutions in the TBI States. From 1976 to 1980, the black enrollment in non-TBI's in the TBI States continued to increase slowly, while it stabilized in TBI's. For the first time, in 1982, black enrollment in the TBI's declined, while it remained about the same in the non-TBI's in the TBI States.

The proportion of black students educated in the TBI's changed most at the undergraduate level, where large numbers of black students were admitted to non-TBI's in the TBI States. At the graduate and first-professional levels, the increases in black enrollment in the non-TBI's were not large; therefore, the proportion of black students who were enrolled in TBI's declined only slightly.

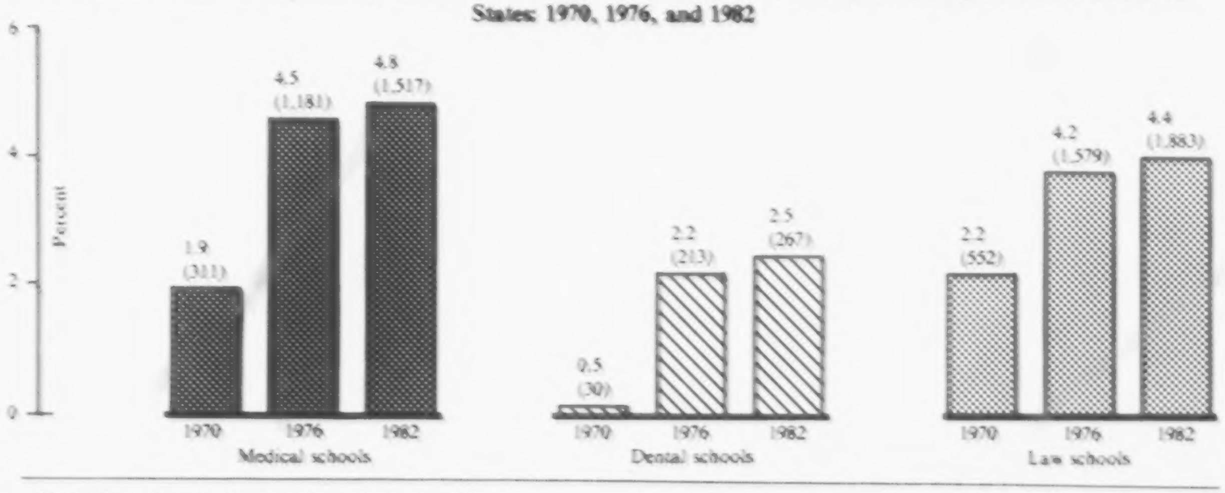
## Enrollment Patterns of Black Students in TBI's and Non-TBI's in 1982

In order to get a better overall picture of all black students attending college in the TBI States, this section examines their enrollment patterns in TBI's and non-TBI's in 1982. Of the approximately 601,400 black college students[13] in the TBI States, 29 percent attended TBI's. The rest were in non-TBI's—4 percent in other (newer) predominantly black colleges, 64 percent in predominantly white colleges, and 3 percent in colleges where no one race composed over half of the student body.

There were differences in the enrollment patterns of blacks in the TBI's versus blacks in the other institutions in the TBI States. In 1982, a black student in a TBI was more likely to be attending college full-time and pursuing a degree, was slightly more likely to be enrolled at the graduate level, and was less likely to be enrolled in a 2-year college.

Institutional characteristics of the TBI's and non-TBI's account for some of these differences in enrollment patterns. For example, there are not many 2-year TBI's (therefore only 4 percent of black TBI students were enrolled in 2-year TBI's), while 2-year non-TBI's are very prevalent. However, over half of black students in the non-TBI's attend 2-year

**Chart 4.3 — Blacks as a percent of all full-time students in medical, dental and law schools in non-TBI's in the TBI States: 1970, 1976, and 1982**



Note.—Parentheses contain numbers of blacks enrolled.

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[13] Total headcount; includes full-time and part-time, classified and unclassified students.

colleges, compared with about one-third of white students, indicating that blacks in non-TBI's are more concentrated in 2-year colleges than other groups of students.

Other than the concentration of blacks in 2-year non-TBI's, there were no great differences in the enrollment patterns of blacks in TBI's versus non-TBI's when the analysis of enrollment patterns of black students in TBI's and non-TBI's was limited to institutions of the same type and to the same enrollment levels (i.e., undergraduate, graduate).

Since 96 percent of TBI students are enrolled in 4-year TBI's, enrollment patterns in these institutions were examined. The proportions of black undergraduates and graduates who were enrolled full-time were similar among 4-year TBI's and non-TBI's, with one exception. Among black undergraduates in private 4-year institutions, a much higher percentage of TBI students were enrolled full-time compared with non-TBI students.

Although it is difficult to determine the extent to which enrollment translates into degree completions for black students in the TBI's versus black students in other institutions, an analysis by Educational Testing Service (ETS) of data from two sample surveys provides evidence that black students enrolled in 4-year TBI's are more likely to obtain their bachelor's degrees than blacks enrolled in 4-year non-TBI's. The ETS analysis of data from the National Longitudinal Survey of the High School Class of 1972 revealed that 56 percent of black students who enrolled in TBI's in fall 1972 had graduated by 1979, compared to 45 percent of the blacks who enrolled in predominantly white institutions. Their analysis of data from the Survey of Recent College Graduates (1978) also indicated that those blacks who enrolled in TBI's obtained their baccalaureate degree sooner after high school than blacks who enrolled in predominantly white institutions. A higher proportion of black graduates from TBI's (56 percent) had obtained their bachelor's degree within five years after high school, compared to black graduates from predominantly white institutions (40 percent). Data from both surveys indicated that the graduation rates of blacks in TBI's were similar to those of whites in predominantly white institutions, while the graduation rates for blacks in predominantly white institutions were considerably lower.[14]

The last half of this chapter examines changes in degree awards to blacks in the TBI States. Unlike the presentation on enrollment which covered the years from 1970 to 1982, data on degree awards to blacks were available for 1976 to 1981 only.

| Selected institutional types and levels of enrollment* | Percent of students attending full-time | | |
|---|---|---|---|
| | Black students in | | White students in non-TBI's in the TBI States |
| | TBI's | Non-TBI's in in the TBI States | |
| Public 4-year institutions | | | |
| Undergraduate | 81 | 80 | 80 |
| Graduate | 26 | 30 | 35 |
| Private 4-year institutions | | | |
| Undergraduate | 95 | 78 | 84 |
| Graduate | 54 | 57 | 40 |

*Excludes unclassified students.

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[14] Joan C. Baratz and Myra Ficklen, "Participation of Recent Black College Graduates in the Labor Market and in Graduate Education" (Washington, D.C.: Educational Testing Service, 1983), pp. 12-13.

| Academic year ending: | Bachelor's and higher degrees awarded to blacks in the TBI States | Number awarded by TBI's | Percent awarded by TBI's |
|---|---|---|---|
| 1976 | 50,540 | 27,390 | 54 |
| 1979 | 50,850 | 25,180 | 50 |
| 1981 | 50,170 | 23,270 | 46 |

Note: Percents were calculated using actual numbers, not rounded numbers.

## Black Degree Recipients

Since 1976[15] the total number of degrees (bachelor's and higher) awarded to blacks in the TBI States has remained around 50,000. Because of a decline in the number of degrees awarded to blacks by the TBI's, and an increase in the number awarded by non-TBI's, the TBI share of the degrees awarded to blacks in the TBI States has decreased from 54 percent in 1976 to 46 percent in 1981.

Between 1976 and 1981, the number of degrees awarded by the TBI's to black students declined at the bachelor's level and master's level; at the doctoral and first-professional levels, the number of TBI degree awards to black recipients increased slightly (table 4.3).

Although the TBI share of degrees awarded to blacks has declined, the TBI's still play a significant role in producing black graduates. In 1981, the TBI's graduated over half of the black baccalaureates and about one-third of the black master's degree and first-professional degree recipients in the TBI States (table 4.3).

**Table 4.3 — Degree awards to blacks in the TBI States, by level: 1976, 1979 and 1981**

| Degree awards to blacks in the TBI States* | 1976 | 1979 | 1981 |
|---|---|---|---|
| Bachelor's | | | |
| Number to blacks | 37,055 | 37,605 | 38,154 |
| Number from TBI's | 22,229 | 20,579 | 19,414 |
| Percent from TBI's | 60 | 55 | 51 |
| Master's | | | |
| Number to blacks | 11,573 | 11,126 | 9,754 |
| Number from TBI's | 4,563 | 3,952 | 3,166 |
| Percent from TBI's | 39 | 36 | 32 |
| Doctor's | | | |
| Number to blacks | 569 | 645 | 613 |
| Number from TBI's | 50 | 50 | 69 |
| Percent from TBI's | 13 | 8 | 11 |
| First-professional | | | |
| Number to blacks | 1,343 | 1,472 | 1,646 |
| Number from TBI's | 544 | 601 | 622 |
| Percent from TBI's | 41 | 41 | 38 |

*Associate degrees and awards are not included in this analysis as the TBI's confer only a small percent of the sub-baccalaureate degrees awarded to blacks.

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[15] Academic year 1975-76. To enhance readability, data will be referred to by the year in which the academic year ends. The source of most of the data in this section is the Federal government survey of the race/ethnicity of degree recipients from virtually all institutions of higher education. This information was first collected for the 1975-76 academic year and has been collected biennially since 1976-77 by the National Center for Education Statistics (NCES) for the Office for Civil Rights. See Appendix I for more information.

## Overview of Degree Awards in 1981

The distributions of black graduates from TBI's and non-TBI's among disciplines were fairly similar, except for the discipline of education. This discipline accounted for a higher proportion of the black graduates at the bachelor's and master's levels in TBI's and non-TBI's. At the doctoral level, however, a much higher proportion of black degree recipients from non-TBI's than TBI's earned their degree in education.

## Baccalaureate degrees

Among the 756 institutions in the TBI States which awarded bachelor's degrees in 1980-81, the 84 TBI's awarded more degrees to blacks than the 673 non-TBI's. TBI's represented 11 percent of the baccalaureate institutions in the TBI States, yet produced 51 percent of black bachelor's degree recipients.

In nine States, the TBI's played an especially prominent role in the undergraduate education of black youth. The TBI's in the States listed below produced over half of the black baccalaureate graduates in their respective States in 1981.

| Selected States | Percent of black bachelor's degree recipients who earned their degree from a TBI: 1981 |
|---|---|
| District of Columbia | 79 |
| North Carolina | 71 |
| Mississippi | 70 |
| Louisiana | 69 |
| Virginia | 67 |
| Alabama | 64 |
| Georgia | 61 |
| Delaware | 59 |
| South Carolina | 58 |

The contribution of TBI's in producing black graduates is greater in some disciplines than in others. In 12 of the 24 discipline divisions, the TBI's awarded more bachelor's degrees to black students than the other institutions in the TBI States in 1981.

| Selected discipline divisions | Percent of black bachelor's degree recipients in the TBI States who earned their degrees from the TBI's: 1981 |
|---|---|
| Military sciences | 100 |
| Agriculture and natural resources | 77 |
| Mathematics | 68 |
| Biological sciences | 60 |
| Education | 58 |
| Computer and information sciences | 56 |
| Home economics | 56 |
| Business and management | 55 |
| Engineering | 53 |
| Physical sciences | 53 |
| Social sciences | 52 |
| Theology | 51 |

Several disciplines are of particular interest. Since the TBI's still graduate over half of the black baccalaureates in education in the TBI States, it is likely that they still are producing the majority of black teachers in the TBI States. The TBI's also graduated over half of the black baccalaureates in the TBI States in two major high-technology fields—computer information sciences and engineering. The TBI's also graduated over half of the black baccalaureates in biological sciences—the field in which many premedical students major.

Data from a sample survey indicate that black bachelor's degree recipients from TBI's and non-TBI's pursued post-baccalaureate education in similar proportions.

| Degree level | Percent of black graduates who earned their degrees in education: 1981 | |
|---|---|---|
| | TBI's | Non-TBI's in the TBI States |
| Bachelor's | 22 | 16 |
| Master's | 64 | 55 |
| Doctor's | 12 | 60 |

Note: The comparable figures for whites in non-TBI's in the TBI States were 14, 40 and 32 percent respectively.

According to the 1978 Survey of Recent College Graduates, 1 in 10 black baccalaureates from TBI's enrolled as a full-time graduate or professional student. This is the same proportion found among black baccalaureates from predominantly white institutions. Of the black post-baccalaureate students who obtained their undergraduate degrees from the TBI's, about 40 percent enrolled in a TBI graduate or professional school.[16]

## Post-baccalaureate Degrees

As discussed in earlier chapters, graduate education is a relatively recent development in TBI's, especially in the public sector. While the TBI's play a significant role in graduating blacks at the master's and first-professional degree levels, their role is not as prominent as that at the bachelor's degree level.

Of the 431 institutions in the TBI States that awarded master's degees in 1980-81, the 34 TBI's accounted for 32 percent of the black graduates. In certain fields, TBI's accounted for more than one-third of the black master's degrees recipients in the TBI States.

| Selected discipline divisions | Percent of black master's degree recipients in the TBI States who earned their degrees from the TBI's: 1981 |
|---|---|
| Physical sciences | 56 |
| Mathematics | 51 |
| Architecture and environmental design | 43 |
| Communications | 38 |
| Home economics | 38 |
| Education | 36 |
| Letters | 35 |

At the doctoral level, the five TBI's which awarded degrees accounted for 11 percent of all black Ph.D.'s graduated in 1981 by the 175 doctoral-granting institutions in the TBI States. In the disciplines listed, the TBI's played an especially prominent role in producing black Ph.D.'s.

| Selected discipline divisions | Percent of black doctoral degree recipients in the TBI States who earned their degrees from a TBI: 1981 |
|---|---|
| Home economics | 80 |
| Communications | 63 |
| Biological sciences | 53 |
| Theology | 47 |
| Physical sciences | 44 |

At the first-professional level, the 8 TBI's which granted degrees awarded 38 percent of the degrees awarded to blacks in 1981 by all 276 first-professional schools in the TBI States. In theology and dentistry, the TBI's awarded about half of the degrees earned by blacks. In medicine and law, one-third of the degrees awarded to blacks were conferred by TBI's.

| First-professional fields* | Percent of black first-professional degree recipients in the TBI States who earned their degrees from a TBI: 1981 |
|---|---|
| Medicine | 37 |
| Law | 33 |
| Dentistry | 47 |
| Theology | 54 |
| Veterinary medicine | 79 |

*Only those fields offered by TBI's are listed.

The major role the TBI's play in producing graduates in certain discipline divisions reflects TBI curricular emphasis or low representation of black graduates in those disciplines in the non-TBI's in the TBI States. Information on the representation of black graduates in the non-TBI's in the TBI States is presented next by discipline and by institutional type.

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[16] Op. cit., "Participation of Recent Black College Graduates in the Labor Market and in Graduate Education," pp. 35-37.

## Representation of Blacks in Non-TBI's

Black representation was relatively low in the non-TBI's in the TBI States at all degree levels. It is notable, however, that blacks comprised a higher proportion of all degree recipients at the master's level (5.8 percent) than at the bachelor's level (5.0 percent) or the doctor's level (4.5 percent).

The disciplines with the highest representation of blacks across all degree levels were public affairs/services and education (table 4.4).

In the TBI States, there was little difference between public and private non-TBI's in the proportions of blacks among their bachelor's degree recipients; at the post-

**Table 4.4 — Blacks as a percent of all degree recipients in non-TBI's in the TBI States, by degree level and discipline division: 1981**

| Discipline division | Blacks as a percent of all degree recipients in the non-TBI's* in the TBI States | | |
|---|---|---|---|
| | Bachelor's | Master's | Doctor's |
| Total | 5.0 | 5.8 | 4.5 |
| Agriculture and natural resources | 0.8 | 1.7 | 0.9 |
| Architecture and environmental design | 2.2 | 2.8 | 3.8 |
| Area studies | 2.6 | 2.6 | 2.3 |
| Biological sciences | 3.7 | 1.8 | 1.5 |
| Business and management | 4.7 | 4.1 | 3.6 |
| Communications | 6.4 | 6.3 | 4.7 |
| Computer and information sciences | 3.9 | 1.5 | 0.0 |
| Education | 6.0 | 8.3 | 8.8 |
| Engineering | 2.5 | 1.4 | 0.5 |
| Fine and applied arts | 4.0 | 3.8 | 3.7 |
| Foreign languages | 2.5 | 2.7 | 1.7 |
| Health professions | 4.6 | 5.1 | 3.3 |
| Home economics | 4.3 | 5.1 | 0.8 |
| Law | 3.1 | 2.0 | 0.0 |
| Letters | 4.0 | 2.5 | 3.4 |
| Library science | 7.9 | 4.4 | 21.6 |
| Mathematics | 3.4 | 2.0 | 1.9 |
| Military sciences | 0.0 | 0.0 | 0.0 |
| Physical sciences | 3.1 | 1.7 | 0.5 |
| Psychology | 7.2 | 4.8 | 3.9 |
| Public affairs and services | 12.0 | 10.2 | 14.6 |
| Social sciences | 6.2 | 4.4 | 3.2 |
| Theology | 1.8 | 1.6 | 2.2 |
| Interdisciplinary studies | 6.7 | 6.3 | 7.8 |

*Excludes the U.S. Service Schools.

baccalaureate levels, however, blacks composed a higher proportion of the degree recipients in private institutions than in public institutions (table 4.5).

At the doctoral level, the difference between the public and private non-TBI's was especially large. In 1981, blacks composed 3.8 percent of all Ph.D.'s graduated from the public non-TBI's and 6.3 percent from the private non-TBI's in the TBI States (table 4.5).

At the bachelor's and master's levels, blacks composed a smaller percent of the graduates from major doctoral institutions (i.e., universities with strong, diverse doctoral programs) in both public and private non-TBI's in the TBI States. In the first-professional field, black representation was still relatively low in both public and private non-TBI's in 1981.

**Table 4.5 — Blacks as a percent of all degree recipients in non-TBI's in the TBI States, by degree level and classification of institutions: 1981**

| Classification of non-TBI's in the TBI States | Bachelor's | Master's | Doctor's |
|---|---|---|---|
| Total | 5.0 | 5.8 | 4.5 |
| Public | 5.0 | 5.5 | 3.8 |
| Major doctoral | 4.6 | 5.3 | 3.9 |
| Comprehensive | 5.4 | 5.9 | 5.0 |
| General baccalaureate | 5.7 | 6.0 | — |
| Specialized | 5.9 | 4.3 | 1.0 |
| Private | 4.9 | 6.4 | 6.3 |
| Major doctoral | 4.7 | 5.5 | 6.7 |
| Comprehensive | 4.6 | 7.1 | 0.1 |
| General baccalaureate | 4.9 | 9.8 | — |
| Specialized | 6.7 | 5.1 | 5.9 |

—Not applicable.

Note: See Appendix 1 for definitions of classification categories and number of institutions in each group.

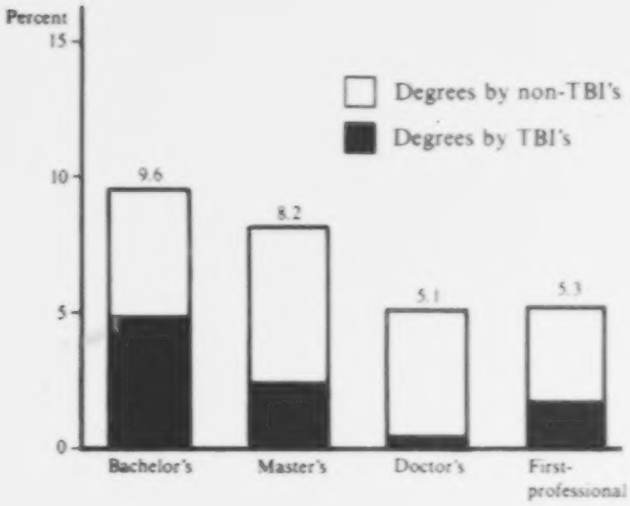
| First-professional field | Blacks as a percent of all degree recipients in non-TBI's in the TBI States: 1981 | | |
|---|---|---|---|
| | Total | Public | Private |
| Total | 3.4 | 3.7 | 2.9 |
| Law | 3.8 | 4.3 | 3.4 |
| Medicine | 3.9 | 3.7 | 4.3 |
| Theology | 2.4 | — | 2.4 |
| Dentistry | 2.8 | 3.4 | 1.1 |
| Veterinary medicine | 0.6 | 0.6 | 1.0 |
| Pharmacy* | 1.4 | 0.0 | 4.7 |
| Osteopathic | 0.9 | 2.2 | 0.2 |
| Chiropractic | 0.5 | — | 0.5 |
| Optometry | 1.0 | 1.5 | 0.7 |
| Podiatry | 4.1 | — | 4.1 |

—Not applicable.

*This does not represent the entire field of pharmacy. The majority of pharmacists obtain a B.S. in Pharmacy, serve as an apprentice, and then take the licensing exam.

Even when black graduates of TBI's and non-TBI's are combined, blacks were greatly underrepresented among degree recipients at all levels in the TBI States in 1981. While they composed 19 percent of the high school graduates ages 20 to 24, blacks represented less than 10 percent of the bachelor's and master's degree recipients and about 5 percent of the doctor's and first-professional degree recipients (chart 4.4).

**Chart 4.4 — Black representation among degree recipients in all institutions in the TBI States, by degree level: 1981**



## After Graduation

How do black graduates from TBI's fare in the job market compared with black and white graduates from non-TBI's? An analysis of sample data from the Survey of Recent College Graduates (1978) indicated that about two-thirds of the baccalaureates, regardless of race or type of institution attended, found jobs that required a college degree. About 4 out of 10 black TBI graduates were employed as teachers, a proportion slightly higher than that for black non-TBI graduates, and much higher than that for white non-TBI graduates. Among graduates who were not teaching, blacks from TBI's were more likely to be employed by a government agency (Federal, State, or local) and to earn a slightly lower average salary than both black and white graduates from predominantly white institutions.[17]

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[17] *Ibid* pp. 44-54.

## Chapter V

# Finance and Federal Funding

The financial resources of an institution of higher education affect every aspect of its operation, including its ability to respond to new demands or situations. Historically, the TBI's operated on marginal budgets. Most still operate with marginal surpluses or deficits each year, and many have no or small endowments to serve as buffers in times of financial stress.

This chapter gives an overview of revenues and expenditures of TBI's, with detailed information on sources of revenues. Federal funding of TBI's and students is examined closely. The years and comparison groups examined vary according to the data available for each topic.

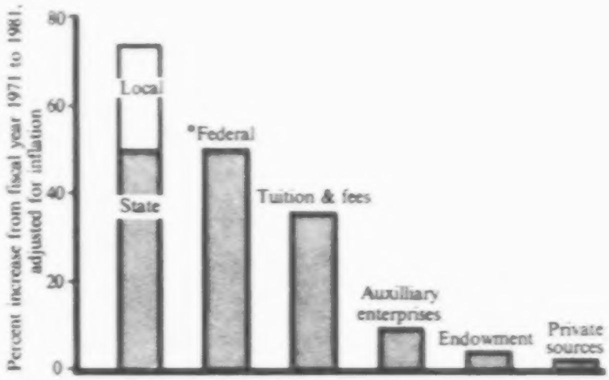
## Changes in Revenues of TBI's from 1971 to 1981

Revenues increased considerably in the 1960's throughout the higher education system. Although this increase continued in the 1970's, inflation eroded much of its value. For example, total TBI revenues increased from $480 million in fiscal year 1971 to $1,455 million in fiscal year 1981, an increase of about 200 percent. Adjusted for inflation, however, the real increase in TBI revenues was only about 50 percent.[1] From fiscal years 1971 to 1981, each of the various revenue sources at least kept up with inflation. The sources that increased the most among the TBI's were government funding and tuition fees. TBI revenues from private sources and from endowment income increased the least in this decade (chart 5.1).

The increase in Federal government funding of TBI's shown in chart 5.1 does not include student aid, except for Supplementary Educational Opportunity Grants, which are allocated to an institution for disbursement.

Of the types of State funding, appropriations increased less than grants and contracts. State appropriations to public 4-year and 2-year TBI's varied considerably among the TBI States in the amount and percentage change from 1971 to 1981 (table 5.1).

**Chart 5.1 — Percentage increases in revenues for TBI's, by source: Fiscal years 1971 to 1981**



*Does not include student financial aid, except for the Supplementary Educational Opportunity Grants

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[1] The price of $100 worth of goods typically purchased by colleges and universities in 1971 had risen to $204 in 1981, according to the Higher Education Price Index, which measures average changes in prices of goods and services purchased by colleges and universities through current fund education and general expenditures.

**Table 5.1 — State appropriations to public TBI's, by State: Fiscal years 1971 and 1981**

| States where TBI's are located[1] | Number of public TBI's[2] | State appropiations to public TBI's (in thousands of dollars) | | Percent change FY 71 to FY 81 (adjusted for inflation) |
|---|---|---|---|---|
| | | FY 1971 | FY 1981 | |
| Total | 42 | $119,425 | $357,410 | 50 |
| Alabama | 4 | 6,269 | 22,628 | 80 |
| Arkansas | 1 | 3,015 | 7,182 | 19 |
| Delaware | 1 | 2,211 | 7,558 | 71 |
| Florida | 1 | 7,662 | 17,376 | 13 |
| Georgia | 3 | 5,826 | 17,827 | 53 |
| Kentucky | 1 | 2,964 | 8,544 | 44 |
| Louisiana | 4 | 15,555 | 39,917 | 28 |
| Maryland | 4 | 12,707 | 35,088 | 38 |
| Mississippi | 5 | 8,718 | 30,245 | 73 |
| Missouri | 1 | 2,622 | 6,205 | 18 |
| North Carolina | 5 | 14,769 | 49,367 | 67 |
| Ohio | 1 | 3,406 | 7,405 | 9 |
| Oklahoma | 1 | 486 | 3,265 | 236 |
| Pennsylvania[3] | 2 | 3,316 | 13,603 | 105 |
| South Carolina | 1 | 4,223 | 12,507 | 48 |
| Tennessee | 1 | 4,361 | 17,925 | 106 |
| Texas | 2 | 8,827 | 28,798 | 63 |
| Virginia | 2 | 7,711 | 22,916 | 49 |
| West Virginia | 2 | 4,777 | 9,054 | -5 |

[1] Excludes local appropriations of the District of Columbia. In 1971, $15,484,000 was provided for D.C. Teachers College; in 1981, $52,996,000 was provided for the University of the District of Columbia into which the D.C. Teachers College was merged.

[2] The 2-year TBI's are included since four of the five receive all or most of their revenues from the State.

[3] Data for 1971 do not include $733,000 in State revenues received by Lincoln University, which was then a private institution. It has since become "State-related" and therefore classified as public.

Note—Percent change was calculated with the whole numbers. Details may not add to total because of rounding.

The State appropriations to TBI's did not increase as much as those to non-TBI's in the TBI States during the 1970's. Among 4-year public institutions in the TBI States, State appropriations increased 62 percent for non-TBI's and 48 percent for TBI's between 1971 and 1981 (data are taken from unpublished tabulations).

While TBI tuition and fee revenues increased 37 percent from fiscal years 1971 to 1981, the average tuition and fee charge for a full-time undergraduate in a TBI increased only 10 percent (both adjusted for inflation). This indicates that most of the increase in TBI tuition revenues resulted from enrollment increases during this period.

## Profile of Revenues in 1981

Among public TBI's in fiscal year 1981, government agencies provided 71 percent of the revenues and students provided another 25 percent through tuition and fees, room and board, sales at college stores, etc. Private gifts, grants, contracts, and endowment income combined accounted for 1 percent of revenues (table 5.2).

The major source of revenue for private TBI's was their students, who provided 48 percent of the total revenue in tuition and fees, room and board, etc. Excluding the annual Federal appropriation to Howard University, the Federal government accounted for about one-third of the revenues of private TBI's. Private gifts, grants, and contracts were also important sources of income, providing 13 percent of revenues. Endowments provided another 3 percent (table 5.2).

In this report, comparison of finance data for TBI's with non-TBI's in the TBI States is limited to 4-year institutions because of the small number of 2-year TBI's. Compared with other 4-year institutions in the TBI States, the TBI's—both public and private—received a higher percentage of revenues from the Federal government. Other than this difference, however, funding was similar among public 4-year TBI's and non-TBI's (chart 5.2).

Among 4-year private TBI's and non-TBI's, there were significant differences in sources of revenues. Private 4-year TBI's received a higher proportion of revenues from the Federal government and a lower proportion from tuition, compared to the private 4-year non-TBI's in the TBI States. Also, endowment income accounted for twice the proportion of the revenues of non-TBI's (6 percent) than of TBI's (3 percent). The ratio of the endowment yield to the endowment market value at the beginning of fiscal year 1981 was 7.0 percent for the private 4-year TBI's and 8.2 percent for the other private 4-year institutions in the TBI States.

**Chart 5.2 — Sources of revenue of 4-year TBI's and non-TBI's in the TBI States, by control: Fiscal year 1981**

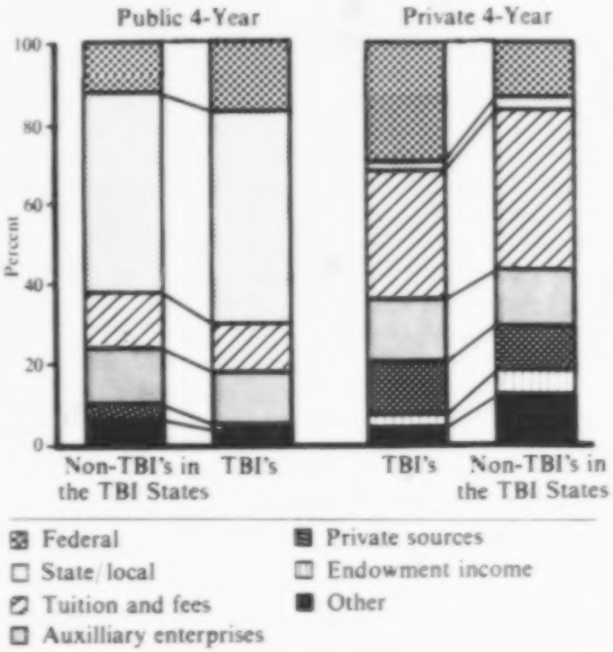


**Table 5.2 — Sources of revenues of TBI's, by control: Fiscal year 1981**

| Sources of revenues | Public TBI's | | Private TBI's | |
|---|---|---|---|---|
| | Amount (in millions) | Percent of total | Amount (in millions) | Percent of total |
| Total | $802 | 100 | $653 | [1]100 |
| Federal grants and appropriations[2] | 146 | 18 | 261 | [1]30 |
| State/local grants and appropriations | 426 | 53 | 10 | 2 |
| Auxillary enterprises | 101 | 13 | 72 | 16 |
| Tuition and fees | 96 | 12 | 145 | 32 |
| Private gifts, grants and contracts | 8 | 1 | 60 | 13 |
| Endowment income | 1 | • | 16 | 3 |
| Hospitals | 0 | 0 | 69 | ([1]) |
| Other | 25 | 3 | 19 | 4 |

•Less than 0.5 percent.

[1] For comparison purposes, this percentage distribution excludes (a) the annual Federal appropriation to Howard University ($121 million of the $261 million in Federal grants and appropriations) and (b) the revenues ($69 million) from the hospitals operated by Howard University and Meharry Medical College.

[2] Does not include Federal student financial aid except for Supplementary Educational Opportunity Grants (SEOG).

## Profile of Expenditures of TBI's in 1981

Expenditures are allotted by institutional priorities for faculty salaries, administrative support, student services, curriculum development, the library, dormitories, and upkeep operation of the physical plant. For TBI's, like other institutions, the largest expenditure was for student instruction. It accounted for 40 percent of total educational and general (E & G) expenditures in public TBI's and 34 percent in private TBI's. Expenditures for institutional support, which includes general administration, accounted for 15 percent of expenditures at public TBI's and 19 percent at private TBI's in 1981 (table 5.3).

Public and private TBI's also differed in the proportion of expenditures for student scholarships. Private TBI's spent twice the proportion of expenditures for student scholarships (12 percent) than public TBI's (6 percent). Because of the higher tuition in private TBI's, they likely provide additional financial aid to selected students in grants, trainee stipends, or tuition and fee remissions.

The patterns of expenditures of 4-year TBI's were different from those of other 4-year institutions in the TBI States. The proportions of expenditures for research were much lower among TBI's than among non-TBI's, and the proportion of expenditures for instruction was slightly lower in TBI's (chart 5.3).

Compared with other 4-year public and private institutions in the TBI States, TBI's had higher proportional E&G expenditures for institutional support and for student scholarships. The public 4-year TBI's also spent proportionally more on student services and less on public service than the public non-TBI's in the TBI States.

## Overview of Federal Funding

The Federal government began to take a more active role in higher education with the passage of the Higher

**Table 5.3 — Expenditures of TBI's, by purpose and control: Fiscal year 1981**

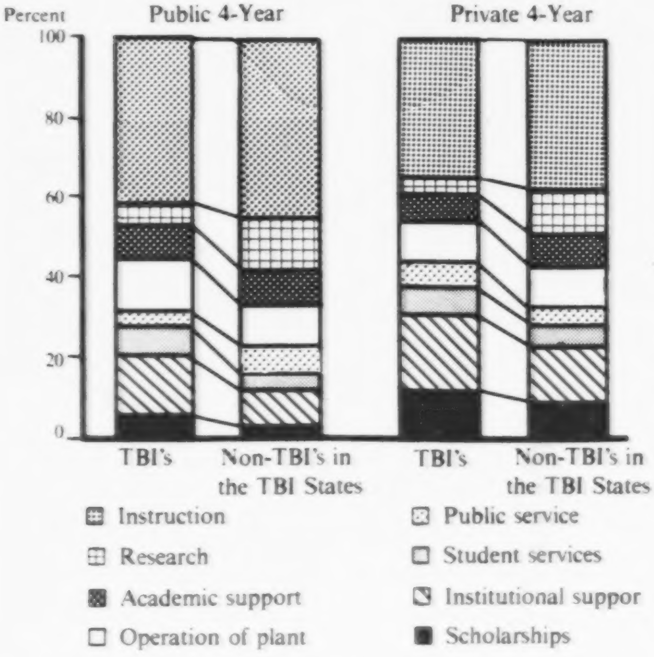
| Purpose | Public TBI's | | Private TBI's | |
|---|---|---|---|---|
| | Amount (in millions) | Percent of total E&G* | Amount (in millions) | Percent of total E&G* |
| Total expenditures | $794 | — | $653 | — |
| Total educational and general expenditures (E&G) | 688 | 100 | 468 | 100 |
| Instruction | 273 | 40 | 161 | 34 |
| Research | 35 | 5 | 16 | 3 |
| Public services | 28 | 4 | 20 | 4 |
| Academic support | 60 | 8 | 32 | 7 |
| (Libraries) | (24) | (3) | (15) | (3) |
| Student services | 48 | 7 | 34 | 7 |
| Institutional support | 102 | 15 | 87 | 19 |
| Operation and plant maintenance | 89 | 13 | 49 | 11 |
| Scholarships | 39 | 6 | 58 | 12 |
| Educational and general mandatory transfers | 14 | 2 | 9 | 2 |
| Other expenditures | 107 | — | 184 | — |
| Auxillary enterprises | 107 | — | 80 | — |
| Hospitals | 0 | — | 104 | — |

— Not applicable

*Percent based on total educational and general expenditures only.

Note—Details may not add to total because of rounding.

**Chart 5.3 — Purposes of educational and general (E&G) expenditures of 4-year TBI's and non-TBI's in the TBI States, by control: Fiscal year 1981**



Education Act of 1965. This act founded important programs in institutional development and student financial aid. The Carnegie Council on Policy Studies[2] summarized the Federal role in higher education then as:

(a) encouragement of equality of opportunity;
(b) support of research capacity;
(c) distribution of opportunity among the States; and
(d) concern for overall institutional health.

The expansion of the Federal role was reflected in the amount of Federal funds received by institutions of higher education. Federal funding increased from $1 billion in 1960 to about $4 billion in 1970 and to $10 billion in 1980. With the Higher Education Amendments of 1972, which authorized the Basic Educational Opportunity (now called Pell) Grant program, the emphasis of Federal support began to shift from institutional aid to student aid.

The White House requested in 1969 that the Federal Interagency Committee on Education (FICE) determine the level of participation of black colleges in Federal programs. From 1970 to 1979, Federal agencies submitted reports to FICE on funds obligated to the TBI's and their students. Since 1980, similar data were collected as part of Presidents Carter and Reagan's executive orders to increase the participation of historically black colleges in Federal programs.[3] An examination of these data for fiscal years 1971 and 1981 indicates some of the ways Federal funding of the TBI's and their students has changed during the decade.[4]

In fiscal year 1971, the TBI's and their students received $193 million in Federal funds and student aid. Ten years later, the amount of Federal funds received by the TBI's and their students had risen to $540 million.[5] A significant part of the increase was related to student aid (discussed later in this chapter) and to the tripling of the Congressional appropriation to Howard University from 1971 to 1981. The annual appropriations to Howard University by Congress for general operating expenses amounted to about $39 million in fiscal year 1971 and $121 million in fiscal year 1981.

Congress has historically had a special relationship with Howard University. Starting in 1897, Congress contributed funds from time to time for the general operation of Howard. In 1928, annual Congressional appropriations began, along with Federal inspections and participating in the development plans of the university.[6] This funding helped Howard University develop into a major doctoral institution, as classified by NCES. Of 170 major doctoral institutions, Howard is the only TBI to have this classification.

Even excluding the annual Congressional appropriation, Howard University ranks first among TBI's in funding from the Federal government. The top 10 TBI's receiving the most Federal funds in fiscal year 1981 are listed in table 5.4.

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[2] Carnegie Council on Policy Studies in Higher Education, *The Federal Role in Postsecondary Education* (San Francisco: Jossey-Bass, 1975), pp. 1-4.

[3] Carter Executive Order #12232 (January 17, 1979) and Reagan Executive Order #12320, (September 15, 1981) on Historically Black Colleges and Universities.

[4] The analysis of the 1971 and 1981 data for TBI's has been limited to only those colleges identified as traditionally black in this report, except Bluefield State College and West Virginia State College, for which no data were collected.

[5] Sources: Federal Interagency Committee on Education, *Federal Agencies and Black Colleges, Fiscal Year 1971* (Washington, D.C.: U.S. Government Printing Office, 1973), and U.S. Department of Education, White House Initiative Office, "Final Report on the Annual Federal Plan to Assist Historically Black Colleges and Universities: Fiscal Year 1981 and Fiscal Year 1982," June 1982, calculations by NCES.

[6] U.S. Department of Health, Education, and Welfare, Office of Education, *Higher Education and the U.S. Office of Education (1867-1953)* (Washington, D.C.: U.S. Government Printing Office, 1975), pp. 95-96.

**Table 5.4 — Ranking of top 10 TBI's by amount of Federal funds to each institution and their students: Fiscal year 1981**

| Selected TBI's | Federal obligations (in thousands) |
|---|---|
| 1. Howard University* | $153,335** |
| 2. Meharry Medical College* | 16,477 |
| 3. Tuskegee Institute* | 10,416 |
| 4. Southern A&M University system (three campuses)* | 9,234 |
| 5. North Carolina A&T State University* | 8,376 |
| 6. Tennessee State University | 7,927 |
| 7. Jackson State University | 7,772 |
| 8. Prairie View A&M University* | 7,709 |
| 9. Florida A&M University* | 6,442 |
| 10. University of the District of Columbia | 5,853 |

*Also among the top 10 recipients among TBI's in fiscal year 1971. Op. cit, *Federal Agencies and Black Colleges, Fiscal Year 1971.*
**Includes a Congressional appropriation of $121 million for general operating expenses.
SOURCE: National Science Foundation, *Federal Support to Universities, Colleges and Selected Non-Profit Institutions: Fiscal Year 1981* (Washington, D.C.: U.S. Government Printing Office, 1983), table B. 41.

Federal funding of TBI's has been concentrated within certain institutions. The 10 TBI's listed in table 5.4 accounted for about half of all Federal funds obligated to TBI's in 1981. The fact that 7 of the top 10 in 1981 were also among the top 10 in 1971 indicates that the group of TBI's with the largest Federal funding has stability. Many of the top 10 TBI's in Federal obligations are also among the largest TBI's in enrollment, so that their Federal funds reflect in part the large number of students receiving Federal financial aid.

Federal funding of TBI's and their students has also been concentrated in a few Federal departments. In fiscal year 1981, 94 pecent of all Federal funds obligated to the TBI's and their students came from three Federal departments: Education (77 percent), Health and Human Services (11 percent), and Agriculture (6 percent). These three departments accounted for only 75 percent of the Federal funds to non-TBI's in 1981.

Compared with funding for non-TBI's, a substantially higher proportion of TBI obligations are from the U.S. Department of Education. This reflects in part the large amount of Federal funds awarded for student financial aid.

## Purposes of Federal Funding

Federal departments and agencies operate a variety of programs under which colleges and students may apply for funds. For this study, the analysis of programs was divided into two types: student assistance and institutional assistance. Student financial assistance programs are designed to defray students' educational expenses. Institutional assitance programs are designed to develop the college and its resources (faculty, administration, or physical facilities) and include training, program development, basic or applied research, construction, equipment purchases, etc.[7]

Although institutional aid accounted for most of the Federal funds distributed to TBI's and non-TBI's, it composed a much lower proportion for the TBI's in 1971 and 1981 (chart 5.4).[8] Conversely, student financial aid

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[7] If the reader is interested in trend data on Federal funding to TBI's for science/engineering activities, see National Science Foundation, *Resources Supporting Activities at Predominantly Black Colleges and Universities* (Washington, D.C.: NSF, 1982).

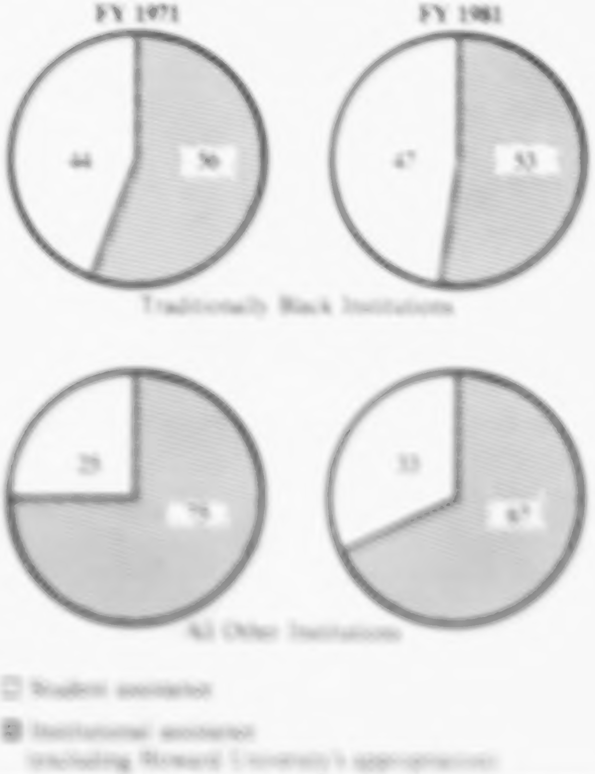
[8] Op. cit., *Federal Agencies and Black Colleges, Fiscal Year 1971* and "Final Report on the Annual Plan to Assist Historically Black Colleges and Universities: Fiscal Year 1981 and Fiscal Year 1982."

**Table 5.5 — Ranking of top three Federal departments by amount of funds awarded to TBI's and to their students: Fiscal year 1981**

| Federal department | Funds to TBI's and their students (in millions) | Department funds as a percent of all TBI obligations | Department funds as a percent of all non-TBI obligations |
|---|---|---|---|
| Total for 3 departments | $513 | 94 | 75 |
| Education | 417 | 77 | 41 |
| Health and Human Services | 62 | 11 | 28 |
| Agriculture | 34 | 6 | 6 |

SOURCE: Op. cit., "Final Report on the Annual Federal Plan to Assist Historically Black Colleges and Universities Fiscal Year 1981 and Fiscal Year 1982," June 1982, calculations by NCES.

**Chart 5.4 — Distribution of Federal funds between student assistance and institutional assistance in TBI's and non-TBI's: Fiscal years 1971 and 1981**



accounted for a much higher percent of Federal funds among TBI's than among non-TBI's, even though the student aid share grew considerably in the non-TBI's from 1971 to 1981.

While student assistance is critical to the viability of the TBI's by enabling low-income students to attend college, the funds are for the students and their educational expenses, and do not aid in expanding the capacities of these institutions.

## Federal Institutional Assistance

Two major Federal acts have targeted institutional support to the TBI's. The 1890 Second Morrill Act required the establishment of black land-grant colleges in States where land-grant colleges were established for whites under the 1860 Morrill-Wade Land-Grant College Act. Tuskegee Institute and the 16 TBI's designated as land-grant institutions receive Federal funds from the U.S. Department of Agriculture under a variety of programs for extension work, training, and research and development.[7] The amount the Department of Agriculture provided in institutional support to the land-grant TBI's increased from $2 million in fiscal year 1971 to $36 million in fiscal year 1981. Under the new Facilities Bill, these 17 colleges are to receive "catch-up" funds from the Department of Agriculture for the improvement of research facilities.[10]

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[7] For a list of these colleges and background on research and development conducted in them, see B.D. Mayberry, ed., *Development of Research at Historically Black Land-Grant Institutions* (Publisher not cited, 1976).

The other legislation which targets major institutional aid for the TBI's is Title III of the Higher Education Amendments of 1965. The Title III program for Strengthening Developing Institutions provides awards to underfinanced colleges which traditionally have been isolated from the mainstream of higher education. These funds may be used for the improvement of faculty and administration, development of new curricula, development of student services, etc. In fiscal year 1971, 87 TBI's received almost $19 million in Title III funds, accounting for 56 percent of the total program awards. In fiscal year 1981, 58 TBI's received $43 million, accounting for about one-third of all Title III awards. In 1982, new regulations for a revised Title III program included a special set-aside of approximately $27 million each fiscal year for TBI's eligible for the program. The new regulations also stress that all program participants should use Title III funding to become self-sufficient, or to "graduate" from the program.

Another source of institutional funding is the National Science Foundation (NSF), which provides support for training, curriculum and course development, and general support for the sciences and engineering. NSF provided $3 million to TBI's in fiscal year 1971 and $4.5 million in fiscal year 1981.

One type of Federal institutional assistance—program funding for constructing and improving facilities/equipment—declined during the 1970's. Among the TBI's, this program provided 12 percent of all Federal funds in fiscal year 1971 and about 6 percent in fiscal year 1981.

## Federal Student Financial Assistance

In general, Federal sources of student aid account for most aid awarded to students for educational expenses. In most Federal student aid programs, aid is awarded to a student on the basis of financial need, which is defined as the difference between educational expenses and the amount a student and his or her family can pay. On the average, TBI students come from families with much lower incomes than other students. In 1980, the median parental income of full-time freshmen in TBI's was about $8,800, compared with a median income of $22,800 for all full-time freshmen in the United States. Almost two-thirds of the TBI freshmen expected to receive less than $500 in parental or family aid for their first year's educational expenses.[11]

Students from low-income families usually rely heavily on financial aid to compensate for a lack of personal resources. Federal aid in several forms—grants, work-study, and loans—can be used by students to finance their postsecondary education. In many cases, students require assistance from more than one program to help pay for their education. Although it is not possible to determine the degree to which TBI students used or combined the different types of aid, estimates can be made of the proportions of TBI students who participated in certain individual programs.

Depending on the program, Federal student aid for higher education may be distributed directly to the student or through the institution the student attends. Data are available on most Federal aid distributed through institutions, but not on aid received directly by the student, such as benefits from the Social Security or the Veteran's Administrations. The primary sources of Federal aid for students distributed through institutions are:[12]

1) Pell Grants, formerly called Basic Educational Opportunity Grants (BEOG);
2) Supplemental Educational Opportunity Grants (SEOG);
3) College Work-Study (CW-S); and
4) National Direct Student Loans (NDSL).

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[10] Under P.L. 97-98 (Title XIV, Section 1433), up to $50 million is to be appropriated in each of 5 fiscal years to Tuskegee Institute and the colleges and universities founded under the 1890 Morrill Act. The funds are to help compensate for the historic research support of the black land-grant colleges before 1967.

[11] Cooperative Institutional Research Program (CIRP), *The American Freshman: National Norms for Fall 1980* (Los Angeles: University of California Graduate School of Education, 1981). The data for TBI's were derived from a sample of 19 institutions (17 four-year TBI's where at least 85 percent of the students completed the survey, and 2 two-year TBI's where at least 50 percent of the students completed the survey). The weighted norms for full-time, first-time TBI freshmen were derived from a total of 7,463 responses from TBI students. Median income was estimated from grouped data; calculations by NCES. Interestingly, this survey showed that the parents of three-fourths of these TBI freshmen never attended college.

[12] In the 1980-81 academic year:

*Basic Educational Opportunity Grants* (now called *Pell Grants*) were awards ranging from $200 to $1,750 (depending on financial need) for undergraduates attending postsecondary schools at least half-time. The Department of Education guarantees that each student will receive the entitlement.

*Supplemental Educational Opportunity Grants* provide additional aid to students with financial need. Grants ranged up to $2,000 per undergraduate, depending on need and the amount of funds available to the institution. The Department of Education awards each institution a set amount of SEOG funds each year to distribute to selected students. All eligible students are not guaranteed an SEOG award.

*College Work-Study* provides part-time jobs for students who need financial aid. The total amount that can be earned depends on financial need and the amount of funds the institution has been awarded for this program by the Department of Education. Federal funds may be used for no more than 80 percent of student wages, and generally CW-S students must be paid at least the current Federal minimum wage. The institution may use a portion of its allocation (funds established by statute) to establish and maintain a Job Location and Development program.

*National Direct Student Loans* are low-interest loans (5 percent rate in 1980-81) to students based on financial need. These loans are to be repaid within 10 years after leaving school. The Federal capital contribution is no more than 90 percent of the loan funds; institutions contribute the remaining 10 percent.

## Trends in Federal Funding

From award year 1979-80 to 1982-1983, Federal funds distributed to the TBI's for students under four financial aid programs have ranged from $190 million to $220 million.

The NDSL funding fluctuated the most in these years. In the NDSL program, new regulations on Federal capital contributions required a penalty for institutions with a high overall default rate on earlier student loans.[13] These regulations have greatly affected the participation of TBI's in the NDSL program. In the 1980-81 award year, 49 TBI's received $8 million in new Federal capital contributons; in the two succeeding years (1981-82 and 1982-83), 18 TBI's (each year) were awarded about $3 million and $2 million, respectively, in new capital contributions.

## Student Awards and Earnings in 1980-81

In 1980-81, students in TBI's received about $225 million in financial aid from the Pell, SEOG, CW-S, and NDSL programs. The largest program, Pell Grants, provided financial aid to almost 128,000 TBI students. The CW-S program was the second largest, providing jobs for 50,000 TBI students. The SEOG program financial aid to about 47,000 of the neediest TBI students. Under the NDSL program, almost 26,000 TBI students received loans.

The average amount received by TBI students was higher than that of non-TBI students in each progam, with the exception of the National Direct Student Loan program. Based on financial need, students in TBI's in 1980-81 received an aveage of $260 more in the Pell Grant

| Program | Federal funds (in millions) distributed to TBI's in award year: | | | |
|---|---|---|---|---|
| | 1979-80 | 1980-81 | 1981-82 | 1982-83 |
| Total | $195 | $213 | $220 | $191 |
| Pell Grant | 121 | 140 | 149 | 121 |
| SEOG | 28 | 28 | 30 | 29 |
| CW-S | 41 | 37 | 38 | 39 |
| NDSL (new capital contributions) | 5 | 8 | 3 | 2* |

*Does not include about $1 million in NDSL funds distributed to 16 TBI's in a reallocation process.

| Item | Federal student aid program: 1980-81 | | | |
|---|---|---|---|---|
| | Pell | SEOG | CW-S | NDSL |
| Number of TBI students who received aid | 127,689 | 47,222 | 50,242 | 25,862 |
| Total amount received by TBI students (in millions) | $140 | $29 | $44 | $14 |

SOURCE: U.S. Department of Education, Office of Student Financial Assistance, Fiscal-Operations Report forms for TBI's; calculations by NCES.

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[13] Effective for the 1981-82 award year, institutions with former student default rates greater than 10 percent (all but four TBI's were in this category as of June 1980) were ineligible for NDSL new Federal capital contributions, unless there had been a 25 percent reduction in their base year default rate or due diligence could be demonstrated (section 9a of part 174 of title 45 of the Code of Federal Regulations). Effective in the 1982-83 award year, any institution with a base year default rate exceeding 25 percent was ineligible to receive Federal capital contributions; institutions with default rates greater than 10 percent but not more than 25 percent received reduced Federal capital contributions (section 9a, part 674, title 34 of the Code of Federal Regulations).

| Type of institution | Average amount received by students: 1980-81 | | | |
|---|---|---|---|---|
| | Pell | SEOG | CW-S | NDSL |
| TBI's | $1,106 | $609 | $878 | $528 |
| Non-TBI's* | 845 | 506 | 801 | 863 |

*All non-TBI's in the United States. Data could not be disaggregated for non-TBI's in the TBI States.
SOURCE: U.S. Department of Education, Office of Student Financial Assistance, Fiscal-Operations Report forms for TBI's and "1980-81 Campus-Based Programs Annual Report," December 1982, for non-TBI's; calculations by NCES for TBI's and non-TBI's.

program and $100 more in the SEOG program than aid recipients in non-TBI's. In the College Work-Study program, TBI students earned about $75 more on the average than their peers in non-TBI's.

In the NDSL program, however, the average loan to TBI students was considerably smaller. The students in TBI's who obtained National Direct Student Loans in 1980-81 received loans which averaged $335 less than those received by students in non-TBI's.

## Student Characteristics and Participation Rates

For three campus-based programs—SEOG, CW-S, and NDSL–data are available on some characteristics of the students who received aid. TBI students receiving aid in these programs (in 1980-81) were mostly undergraduates still financially dependent on their families (84 percent). Almost all the rest were independent undergraduates who provided their own support (15 percent). Only 1 percent of students receiving aid were graduate students.[14]

In the non-TBI's a higher percent of the students receiving campus-based program aid were independent undergraduates or graduate students.

For dependent undergraduates, data were available on the recipients' family incomes. Among dependent undergraduate recipients in the TBI's, over two-thirds came from families earning less than $12,000 a year; in non-TBI's, only one-third of the recipients had family incomes of less than $12,000 a year.

Recipients of financial aid compose a high proportion of TBI students. It is estimated that 8 out of 10 full-time undergraduates in TBI's received a Pell Grant in 1980-81. Three out of 10 also received an SEOG, which supplements the BEOG on the basis of financial need. Almost one-third of the full-time undergraduate students in TBI's had part-time jobs in the College Work-Study program (CW-S). Sixteen percent of TBI full-time undergraduates obtained low-interest National Direct Student Loans (NDSL).

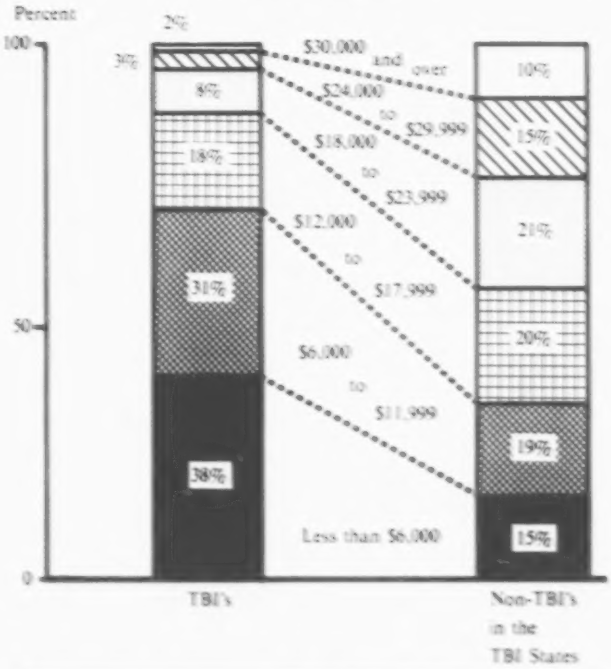
| Type of institution | Distribution of recipients in campus-based programs (SEOG-CW-S, NDSL), by enrollment level and dependency status: 1980-81 | | | |
|---|---|---|---|---|
| | Total | Undergraduate | | Graduate |
| | | Dependent | Independent | |
| | (Percentage distribution) | | | |
| TBI's | 100 | 84 | 15 | 1 |
| Non-TBI's* | 100 | 68 | 25 | 7 |

*All non-TBI's in the United States. Data could not be disaggregated for non-TBI's in the States.

---

[14] Aid for graduate students in the CW-S and NDSL programs is an [illegible] task. Graduate students are not eligible for SEOG program aid.

**Chart 5.5 — Distribution of dependent undergraduates in campus-based financial aid programs (SEOG, CW-S, NDSL) in TBI's and non-TBI's, by famly income: Fiscal year 1980-81**



Compared to students in other institutions, students in TBI's have much higher participation rates in the BEOG, SEOG, and CW-S programs. About twice the proportion of full-time undergraduates in TBI's participated in the BEOG program as in other institutions. In the SEOG and CW-S programs, the proportion was almost three times higher in TBI's than in non-TBI's.

In almost all of the TBI's, over half of their full-time undergraduates received Pell Grants in 1980-81 (table 5.6). In the other programs, TBI student participation rates varied considerably among TBI's.

In many TBI's, the large percentages of students that rely on Federal financial aid influence the institution's finances in several ways. For example:

- operating large student financial aid offices absorbs institutional support dollars, since expenditures to administer these programs usually exceed administrative cost allowances for processing grants and loans provided by the Federal government;
- colleges must pay at least 20 percent of student wages in the College Work-Study program;[15]
- colleges must contribute 10 percent in the National Direct Student Loan fund; and
- enrollment may be affected by changes or delays in Federal student aid programs.

The analysis of the participation of TBI students in these four campus-based programs provides some insight into the degree of reliance on Federal financial assistance by TBI students. The high degree of reliance of TBI students on Federal financial aid reflects the intersecting roles of the Federal government and of the TBI's. One of the roles of the Federal government in higher education is to assist in providing equality of educational opportunity, regardless of a student's income, and the TBI's serve students with a much lower average income than other college students.

| Type of institution | Approximate percent* of students who participated in: | | | |
|---|---|---|---|---|
| | Pell | SEOG | CW-S | NDSL |
| TBI's | 79 | 29 | 31 | 16 |
| Non-TBI's | 39 | 10 | 11 | 11 |

*The percent of full-time undergraduates who participated in each program was estimated by dividing the number of undergraduate participants in the 1980-81 school year by the fall 1980 full-time undergraduate enrollment.

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[15] Unless a student is employed off-campus, or unless the institution qualifies for a waiver of this requirement.

**Table 5.6 — Distribution of TBI's by approximate percent of full-time undergraduates participating in four Federal student financial aid programs (Pell, SEOG, CW-S, and NDSL): 1980-81**

| Approximate percent of full-time undergraduates participating in program* | Number distribution of TBI's | | | |
|---|---|---|---|---|
| | Pell | SEOG | CW-S | NDSL |
| None | 4 | 6 | 4 | 20 |
| 1-10 | 0 | 8 | 2 | 20 |
| 11-20 | 0 | 17 | 16 | 21 |
| 21-30 | 0 | 13 | 16 | 23 |
| 31-40 | 0 | 25 | 21 | 10 |
| 41-50 | 2 | 14 | 9 | 3 |
| 51-60 | 8 | 3 | 10 | 2 |
| 61-70 | 11 | 5 | 6 | 2 |
| 71-80 | 18 | 6 | 7 | 1 |
| 81-90 | 27 | 2 | 6 | 0 |
| 91-100 | 32 | 3 | 5 | 0 |
| Total number of TBI's | 102 | 102 | 102 | 102 |

*This was calculated by dividing undergraduate program participants in the 1980-81 academic year by the fall 1980 full-time undergraduate enrollment for each TBI.

SOURCE: U.S. Department of Education, Office of Student Financial Assistance; calculations by NCES.

## Chapter VI

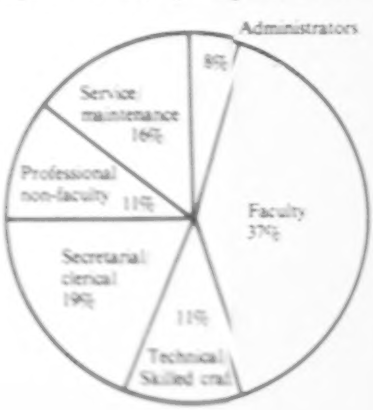
# Employees and Facilities

This chapter profiles two important parts of any institution of higher education: (1) the employees, primarily the administrators and faculty, and (2) the facilities. The administrators and the faculty are the pivotal resources for the process and outcomes of higher education. They determine the curriculum content, the standards by which student performance is measured, and the quality of student preparation for careers. The physical facilities are also important. For example, location affects student enrollment and characteristics, equipment serves as a foundation for many curricula, and libraries provide a vital resource for students and faculty. Unfortunately, the data available on some topics in this chapter were limited, and trends could not be ascertained in several instances.

## Profile of TBI Employees

In Fall 1981[1], the TBI's employed approximately 40,000 persons, 85 percent of whom worked full-time.[2] Faculty composed more than a third of the full-time employees (chart 6.1) and half of the part-time employees in the TBI's.

**Chart 6.1 — Percentage ditribution of full-time employees in TBI's, by occupational activity: 1981**



### Administrators

In 1981, about 3,200 of the full-time staff in TBI's, or 8 percent, were employed as excutives, administrators, or managers (referred to hereafte as administrators). These persons were responsible for the management, policies, and the general business operation of the TBI's. Some held academic rank or tenure. Thty-four percent of TBI administrators in the public stor and 10 percent in the private sector also had academ rank or held tenure.

The administrative staff othe TBI's, especially in the top position, has changed conderably in recent years. Of the 43 chief executives of public BI's in 1978, only 16 (or 37 percent) remained in 1983; of the 60 presidents of private TBI's, 31 (or 52 percent) remained 5 years later.[3]

---

[1] Hereafter, data for the fall of an academic year will be referred to by the year. For example, "in fall 1981" will be referred to as "in 1981."

[2] Data in this section, the section on administrators and the paragraph on racial characteristics of faculty were derived from the Higher Education Staff Information (EEO-6) survey conducted by the Equal Employment Opportunity Commission (EEOC). In 1981, 18 TBI's did not respond to this survey; for 15 of these, 1979 data were substituted, leaving three TBI's for which no data were available. See Appendix 1 for further information.

Another way the TBI administrative staff has changed is in the representation of women. Among TBI administrators, women increased from 31 percent in 1975 to 37 percent in 1981. In 1981, the proportion of women among administrators was higher in private TBI's (44 percent) than in public TBI's (32 percent). In 1981, three women served as presidents of TBI's.

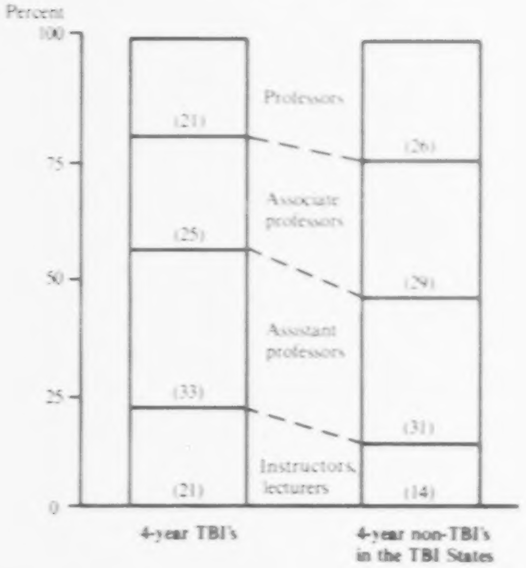
The racial composition of the administrative staff has not changed significantly in recent years. Blacks represented 90 percent of the full-time administrators in TBI's in 1981, the same proportion as in 1975. All the administrators were black in about 10 percent of the public TBI's and about 40 percent of the private TBI's. All but one of the TBI presidents were black.

The 2,900 black administrators in TBI's accounted for over half of the 5,000 black administrators in all institutions in the TBI States in 1981.[4] Representation of black administrators in the non-TBI's in the TBI States ranged from 4.5 percent in private non-TBI's to 4.9 percent of the total administrators in public non-TBI's in the TBI States (unpublished tabulations).

## Faculty

In 1981, almost 12,000 full-time faculty were employed by the TBI's, a number that has remained at about the same level for several years. While there have not been recent increases in faculty in the TBI's, new faculty have been hired to replace those who left. Between July and September 1981, about 1,100 new faculty were hired by the TBI's. (Many TBI's advertise openings for faculty nationally in the *Chronicle of Higher Education*.)

**Chart 6.2 — Percentage distribution of full-time faculty in 4-year TBI's and non-TBI's in the TBI States, by academic rank: 1982**



Important factors in attracting and retaining faculty are the potential to increase academic rank and salary/benefits and the opportunity to gain tenure. However, for faculty especially committed to the TBI's and their students, these factors may not be the most important considerations. The overall rank and tenure rate, as well as the average salary/benefits of faculty at TBI's, was lower than that of faculty in non-TBI's in TBI States.

In 1982, 4 out of 10 faculty in TBI's held the rank of professor or associate professor. Compared with similar institutions in the TBI States, the 4-year TBI's have a lower proportion of faculty holding the rank of professor or associate professor.[5] The TBI's rely more on teaching faculty at the instructor level than the non-TBI's (chart 6.2).

In 1982, all but 15 TBI's had a tenure program. Of the full-time TBI faculty in 1982, 44 percent were tenured, about the same proportion as in 1975. In general, the tenure rate in TBI's was lower than in other similar institutions in the TBI States,[6] especially at the professor and associate professor levels (table 6.1).

---

[3] Although exact comparative data is not available for non-TBI's, the turnover rate in TBI's may be similar to that in non-TBI's. In general, the turnover rate of college presidents ranged between 10 percent and 13 percent each year between 1978 and 1982. See: (A) U.S. Department of Education, National Center for Education Statistics, *Education Directory, Colleges and Universities, 1979-80* and "3,270 Postsecondary Institutions Accredited in 1980-81," NCES 81-351; and (B) *The Chronicle of Higher Education*, "39 Percent of College Administrators Changed Jobs in 2-Year Span," June 15, 1983.

[4] To some extent this may be related to the lower proportion of faculty in the TBI's that have doctoral degrees compared with faculty in non-TBI's. Although no exact data are available for TBI's, a 1979 study of 14 States by the Southern Regional Education Board showed that 42 percent of faculty held doctorates in the public colleges where blacks composed 80 percent or more of the enrollment. In public colleges where blacks composed less than 5 percent of the students, 70 percent of the faculty held doctorates. See Eva Galambos, *Racial Composition of Faculties in Public Colleges and Universities in the South* (Atlanta, Ga.: Southern Regional Education Board, 1979). The United Negro College Fund reports that in 1981, 44 percent of the faculty in 42 member private institutions (all TBI's) held doctorates. See: *1981 Statistical Report* (New York: UNCF). No comparison data for other institutions was provided.

[5] For further information on characteristics of black administrators in TBI's and non-TBI's, see: Robert L. Hoskins, *Black Administrators in Higher Education, Conditions and Perceptions* (New York: Praeger Publishers, 1978).

[6] However, the tenure rate for black full-time faculty in TBI's (44 percent) was higher than the tenure rate (32 percent) for black full-time faculty in non-TBI's in the TBI States (unpublished NCES tabulations).

**Table 6.1 — Percent of professors, associate professors, and assistant professors who held tenure in 4-year* TBI's and non-TBI's in the TBI States, by control: 1982**

| Selected types of institutions in the TBI States | Percent with tenure: Professors | Associate professors | Assistant professors |
|---|---|---|---|
| Public 4-year* | | | |
| TBI's | 81 | 62 | 41 |
| Non-TBI's | 92 | 80 | 38 |
| Private 4-year* | | | |
| TBI's | 76 | 62 | 20 |
| Non-TBI's | 87 | 67 | 20 |

*For better comparisons, only comprehensive and general baccalaureate institutions were included in this analysis.

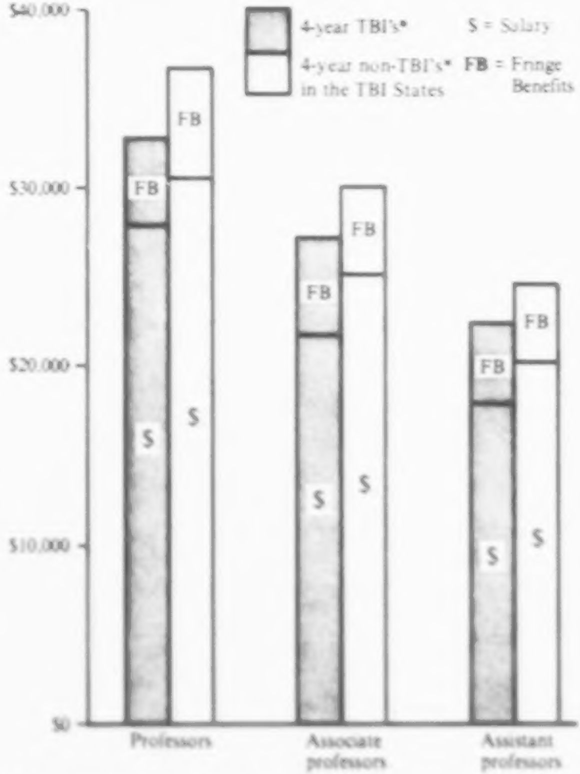
Over four-fifths of the full-time faculty in the TBI's were on 9-10 month contracts. The average salary of full-time faculty in TBI's in 1982 was about $21,000 for 9-10 month contracts and $29,000 for 11-12 month contracts. In addition, fringe benefits amounted to an average of $3,900 for 9-10 month faculty and $5,100 for 11-12 month faculty in TBI's in 1982.

A comparison of data for 9-10 month faculty in 4-year TBI's versus similar non-TBI's in the TBI States showed that average salary and fringe benefits were about 10 percent lower in the TBI's,[7] regardless of academic rank, in 1982 (chart 6.3).

Historically, the faculties in the TBI's have included significant numbers of non-blacks, and significant numbers of women.[8] In 1982, women accounted for 40 percent of faculty in public and private TBI's, much higher than the proportion of women faculty found in non-TBI's in the TBI States (27 percent). In the TBI's, female and male faculty had similar academic ranks, tenure rates, and salaries.

In recent years, the TBI faculty has maintained racial diversity. About two-thirds of the TBI faculty in 1981 were black, and one-third were not black, about the same proportion as in 1975. White faculty composed the majority of the non-black faculty. White faculty accounted for a

**Chart 6.3 — Average salaries and fringe benefits for full-time faculty on 9-10 month contracts in 4-year TBI's and non-TBI's in the TBI States: 1982**



*Only comprehensive and general baccalaureate institutions were used in this analysis.

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[7] The difference in average salary between faculty in 4-year TBI's and non-TBI's in 1982 was 10 percentage points less than existed 20 years before. In 1962, 9-10 month faculty in 4 year TBI's earned an average salary 20 percent below that of faculty in other institutions in their region. See: U.S. Department of Health, Education, and Welfare, "Faculty in White and Negro Colleges," February 2, 1965, p. 2 (calculations by NCES).

[8] See Chapter II of this report and op. cit., "Faculty in White and Negro Colleges."

higher proportion of the total faculty in public TBI's (28 percent) than in private TBI's (22 percent) in 1981. Public and private TBI's also employed a considerable number of faculty who were Asian (the predominant group of the "other" category in table 6.2).

The majority of black faculty in the TBI States were employed by TBI's. The 8,200 black full-time faculty in the TBI's in 1981 accounted for about two-thirds of the 12,200 black faculty in all institutions in the TBI States. In the non-TBI's, black representation among faculty was low. In 1981, blacks composed about 3 percent of all full-time faculty in public non-TBI's and about 2 percent in private non-TBI's in the TBI States.[9] Black representation among the non-TBI's in the TBI States was highest in the public 2-year institutions and among part-time faculty (table 6.3).

## Physical Facilities and Libraries

Many of the TBI's were founded in rural areas, but for some, time has changed the demographic surroundings. In 1982, two-thirds of the TBI's were located in Standard Metropolitan Statistical Areas (SMSA's). The majority of the private 2-year TBI's, however, were located outside SMSA's.

The TBI's reported a total book value of over $2 billion for land, buildings, and equipment at the end of fiscal year 1981. Of this amount, the TBI's were indebted for about 16 percent, about the same as the average indebtedness among other institutions in the TBI States.

**Table 6.2 — Race of full-time faculty in TBI's, by control: 1981**

| Control of TBI | Race of full-time faculty in 1981 | | | |
|---|---|---|---|---|
| | Total percent | Black, non-Hispanic | White, non-Hispanic | Other* |
| | (Percentage distribution) | | | |
| Total | 100 | 68 | 26 | 6 |
| Public | 100 | 66 | 28 | 6 |
| Private | 100 | 72 | 22 | 5 |

*Includes Asians, Hispanics, and American Indians.
Note:—(1) Details may not add to total because of rounding.
(2) Nonresident aliens are classified by race in the EEO-6 survey. Therefore, the black, non-Hispanic category would include black nonresident alien faculty.
SOURCE: U.S. Equal Employment Opportunity Commission, 1981 Higher Education Staff Information (EEO-6) report forms for the TBI's; calculations by NCES.

**Table 6.3 — Black representation among faculty in non-TBI's in the TBI States, by control and level: 1981**

| Blacks as a percent of total: | Non-TBI's in the TBI States | | | | | |
|---|---|---|---|---|---|---|
| | Public | | | Private | | |
| | Total | 4-year | 2-year | Total | 4-year | 2-year |
| Full-time faculty | 3.4 | 2.5 | 6.4 | 1.6 | 1.5 | 4.0 |
| Tenured full-time faculty | 1.9 | 1.3 | 2.5 | 1.1 | 1.1 | 1.0 |
| Part-time faculty | 6.0 | 2.3 | 8.1 | 3.6 | 3.4 | 6.1 |

SOURCE: U.S. Equal Employment Opportunity Commission, 1981 Higher Education Staff Information (EEO-6) file; NCES tabulations.

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[9] For more information on tenure, rank, and salaries of black faculty in non-TBI's, see Ann S. Pruitt, *Black Employees in Traditionally White Institutions in the Adams States, 1975 to 1977* (Atlanta, Ga.: Southern Education Foundation, 1981).

| Item | Total | Public |  | Private |  |
|---|---|---|---|---|---|
|  |  | 4-year | 2-year | 4-year | 2-year |
| Total TBI's | 102 | 38 | 5 | 49 | 10 |
| Number in SMSA's* | 68 | 26 | 4 | 36 | 2 |

*In or near cities of 50,000 people or more. See Appendix 1 for complete definition.

## Buildings

Operation and maintenance of plant was a significant cost for TBI's, amounting to almost 12 percent of total educational and general expenditures. Two major factors in the cost of operating and maintaining the plant are building maintenance and utilities. The expenditures for utilities depend on energy costs (which have increased considerably since the early 1970's) and the condition and efficiency of the utility systems. The cost of building maintenance depends to a large extent on the age and condition of the structures. There is no current data on the age and condition of TBI buildings, yet it is known that in time of financial hardships, many institutions defer the maintenance of physical facilities. On the other hand, enhancement of physical facilities at the public TBI's is one component of the *Adams* case (see Chapter I) and facilities may have been constructed or improved as a result.

## Equipment

Another important factor in operating and maintaining the plant is the upkeep of equipment. Modern equipment is vital to the operational efficiency of a campus (e.g., computers, copying machines, typewriters, etc.). Instructional equipment, such as science laboratories or computer facilities, provides the foundation for curricular offerings. Well-equipped laboratories are also vital to scientific research. In 1981, the U.S. Congress authorized $50 million in grants for upgrading the equipment and buildings used in food and agricultural research at the traditionally black land-grant colleges and Tuskegee Institute.[10]

## Libraries

The size of library holdings depends to a large extent on the enrollment of an institution. TBI libraries averaged about the same number of book volumes per full-time-equivalent (FTE) student as other institutions in the TBI States. Libraries in private 4-year TBI's had an average of 107 book volumes per FTE student in fall 1982, compared with 113 for other 4-year private non-TBI's. Public 4-year TBI's had 65 volumes per FTE student in fall 1982, compared with 62 for other public 4-year institutions in the TBI States (unpublished tabulations).

## Dormitories

All but nine of the TBI's maintained dormitories for their students. The average charge for room and board in the 1982-83 academic year was similar in public and private TBI's.

| TBI's* | 1982-83 average charges |  |  |
|---|---|---|---|
|  | Total | Room | Board |
| Public | $1,743 | $833 | $ 910 |
| Private | 1,753 | 751 | 1,002 |

*Excludes seven public and two private TBI's that did not offer housing facilities.

---

[10] Public Law 97-98, Title XIV, Section 1433 authorizes the U.S. Department of Agriculture to award grants up to $10 million in each of 5 fiscal years for the black land-grant colleges and Tuskegee Institute. Section 1432 authorizes funds for support of the unique dairy goat research program at Prairie View A&M University.

The average charges for room and board have increased significantly in recent years, especially at the public 4-year TBI's. Between 1979-80 and 1982-83, the average charge for room increased 46 percent at public 4-year TBI's and 29 percent at private 4-year TBI's. The average charge for board increased 33 percent at public 4-year TBI's and 30 percent at private TBI's. Even with these increases, the average charge for room and board was still 14 percent lower at TBI's than at other institutions in the TBI States in 1982 (unpublished tabulations).

## Other Auxiliary Enterprises

Three TBI's operated hospitals. The hospitals at Howard University and Meharry Medical College are used for clinical instruction of medical students. Dillard University owns but does not operate Flint-Goodridge Hospital.

Howard University owns and operates a radio station and public broadcasting television station. These serve as community resources and training grounds for students majoring in communications.

| TBI | Hospital | Number of beds in 1983 |
|---|---|---|
| Howard University | Howard University Hospital | 500 |
| Meharry Medical College | Hubbard Hospital | 205 |
| Tuskegee Institute | John A. Andrew Community Hospital | 136 |

# Appendix 1

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APPENDIX 1

# A. Definitions of Selected Terms

## List of Traditionally Black Institutions

The list of TBI's used in this study (see Appendix 2) was developed by NCES in 1976 with the assistance of a panel of experts and leaders in black higher education.[1] To qualify as a TBI, an institution had to have been founded before 1954 for the purpose of educating blacks (regardless of current racial composition) and was still operating in 1976.[2] The 105 TBI's were founded and developed during the period when the higher education systems in 20 States were segregated along racial lines, most with legal sanction. While TBI's have not been racially exclusive in their admissions policies, all but four have continued (until 1982) to have predominantly black student bodies.[3]

Other listings of black colleges have been compiled that differ slightly from the list of TBI's used in this report. These lists use different combinations of two criteria: time founded and predominant race of student body. For example, some lists of historically black colleges exclude institutions that are now predominantly white; others include colleges founded after 1954.

In addition to the 105 traditionally black institutions described in this report, 67 other institutions were predominantly black in 1982. These schools are not considered to be traditionally black colleges because they were not founded for the primary purpose of educating blacks before 1954 when segregation was legal. Most of the newer predominantly black schools were established over the last 15 years; the majority are non-residential, 2-year colleges, located in cities where blacks have migrated in substantial numbers in recent decades.[4]

## Comparison of TBI's with Other Institutions

To interpret the data for TBI's, it is necessary in some cases to provide data on other institutions. Several groups of institutions were considered as possible comparison groups: (1) all institutions in the U.S.; (2) other institutions in States where TBI's are located (TBI States); or (3) selected "similiar" institutions, i.e., a predominantly white college matched with a TBI on such variables as control, enrollment, highest degree offered, State, etc. The second method was considered best for this study for two reasons. First, the TBI's are an integral part of the higher education systems within a region more than in the entire United States. Second, the great diversity of institutions of higher education makes comparisons between one institution and another "similiar" institution questionable, especially for the TBI's, which developed and existed in an historical situation unlike that of traditionally white institutions.

TBI's were compared with other institutions in the TBI States wherever possible. In the few instances where data were not available on these States, the closest approximation was used, such as South, Southern States, or States with dual systems of education. See "Classification of geographic areas" in this appendix for the definitions of these geographic terms.

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[1] For a description of the panel and the procedure by which the list was developed, see: Op. cit., *Traditionally Black Institutions: Their Identification and Selected Characteristics.*

[2] Five TBI's have closed since 1976: Daniel Payne College, Alabama (1977), The Virginia College (1980), Friendship College, South Carolina (1981), Mississippi Industrial College (1982), and Natchez Junior College, Mississippi (1983). TBI's that have merged with other institutions are included in this analysis under their current names.

[3] In 1982, four public TBI's had predominantly white student bodies: Kentucky State University; Lincoln University, Missouri; Bluefield State College, West Virginia; and West Virginia State College.

[4] See: U.S. Department of Education, National Center for Education Statistics, "Update on Black College Students and Black Colleges, 1980-81", Bulletin No. 81-361 (September 1981).

## Classification of TBI's

As with other groups of institutions, there is diversity among the TBI's. Although the traditionally black institutions share a history of development in times of legal segregation and then desegregation, there is variety among these institutions in mission, organization, programs, student body, faculty, facilities, and finance.

To reflect this diversity and make comparisons among TBI's, this report categorizes them by control and level. Control is defined as public or private; level is classified as 2-year (at least 75 percent of degrees are below the bachelor's level), or 4-year. Four-year institutions are further classified by the NCES institutional taxonomy as: doctoral, comprehensive, general baccalaureate, or specialized. The distribution of the TBI's among these classification categories is shown in table A.1, along with the distribution of the other institutions in the TBI States.

**Table A1.1 — Distribution of traditionally black institutions (TBI's) and non-TBI's in the TBI States, by control and classification: 1982**

| Control and classification[1] | Number of TBI's | Non-TBI's in the TBI States | |
|---|---|---|---|
| | | Number | Percentage distribution |
| Total | [2]100 | 1,353 | 100 |
| Public | 43 | 649 | 48 |
| 4-year | 38 | 235 | 17 |
| Doctoral | 0 | 46 | 3 |
| Comprehensive | 17 | 117 | 9 |
| General baccalaureate | 21 | 41 | 3 |
| Specialized | 0 | 31 | 2 |
| 2-year | 5 | 414 | 31 |
| Private | [2]57 | 704 | 52 |
| 4-year | 48 | 525 | 39 |
| Doctoral | 1 | 22 | 2 |
| Comprehensive | 3 | 48 | 4 |
| General baccalaureate | 41 | 257 | 19 |
| Specialized | 3 | 198 | 15 |
| 2-year | 9 | 179 | 13 |

Note—Details may not add to total because of rounding.

[1] Classifications of institutions were made by computing 1979-80 Earned Degrees data according to specified statistical criteria and a computational algorithm. Note that an institution may be classified differently than its highest degree offered. The following is a general description of classification categories. 2-year: Institutions that confer at least 75 percent of their degrees for work below the baccalaureate level.

4-year:

- *Doctoral* - institutions characterized by a significant level of doctoral education as measured by number of doctorate recipients and diversity in doctoral program offerings.
- *Comprehensive* - institutions with a diverse post-baccalaureate program that do not engage in significant doctoral-level education.
- *General baccalaureate* - institutions characterized by their primary emphasis on general undergraduate, baccalaureate education.
- *Specialized* - baccalaureate or post-baccalaureate institutions characterized by a programmatic emphasis in one area, such as business, theology, medicine, education, etc.

For more information on this institutional classification taxonomy, see NCES Announcement 81-404, "NCES Changes Classification of Higher Education Institutions," April 7, 1981.

[2] Excludes five TBI's that closed.

Although there are 105 TBI's in this study, some tables may provide data for fewer TBI's because of closings, nonresponse to a survey, or ineligibility to report to HEGIS in a particular year.

The following two tables list the TBI's according to their classification in 1982 by control (table A1.2 for public TBI's and table A1.3 for private TBI's).

**Table A1.2—Control and classification of public TBI's: 1982**

| Control | Classification |
|---|---|
| **State control** | |
| Alabama Agricultural & Mechanical (A&M) University* | Comprehensive |
| Alabama State University | Comprehensive |
| University of the District of Columbia | Comprehensive |
| Florida Agricultural & Mechanical (A&M) University* | Comprehensive |
| Grambling State University (LA) | Comprehensive |
| Southern University A&M College—Main Campus (LA)* | Comprehensive |
| Morgan State University (MD) | Comprehensive |
| Jackson State University (MS) | Comprehensive |
| Lincoln University (MO)* | Comprehensive |
| North Carolina Agricultural & Technical State University* | Comprehensive |
| North Carolina Central University | Comprehensive |
| Cheyney State College (PA) | Comprehensive |
| Tennessee State University* | Comprehensive |
| Prairie View A&M University (TX)* | Comprehensive |
| Texas Southern University | Comprehensive |
| Norfolk State University (VA) | Comprehensive |
| Virginia State University* | Comprehensive |
| University of Arkansas at Pine Bluff* | General baccalaureate |
| Delaware State College* | General baccalaureate |
| Albany State College (GA) | General baccalaureate |
| Fort Valley State College (GA)* | General baccalaureate |
| Savannah State College (GA) | General baccalaureate |
| Kentucky State University* | General baccalaureate |
| Southern University in New Orleans (LA) | General baccalaureate |
| Bowie State College (MD) | General baccalaureate |
| Coppin State College (MD) | General baccalaureate |
| University of Maryland—Eastern Shore* | General baccalaureate |
| Alcorn State University (MS)* | General baccalaureate |
| Mississippi Valley State University | General baccalaureate |
| Elizabeth City State University (NC) | General baccalaureate |
| Fayetteville State University (NC) | General baccalaureate |
| Winston-Salem State University (NC) | General baccalaureate |
| Central State University (OH) | General baccalaureate |
| Langston University (OK)* | General baccalaureate |
| South Carolina State College* | General baccalaureate |
| Bluefield State College (WV) | General baccalaureate |
| West Virginia State College | General baccalaureate |
| Lawson State Community College (AL) | 2-year |
| S.D. Bishop State Junior College (AL) | 2-year |
| Southern University, Shreveport-Bossier Campus (LA) | 2-year |
| Coahoma Junior College (MS) | 2-year |
| Utica Junior College (MS) | 2-year |
| **State-related** | |
| Lincoln University (PA) | General baccalaureate |

*Land-grant institutions.

### Table A1.3 — Control/affiliation and classification of private TBI's: 1982

| Control/affiliation[1] | Classification |
|---|---|
| **Independent, nonprofit** | |
| Howard University (DC) | Doctoral |
| Tuskegee Institute (AL) | Comprehensive |
| Atlanta University (GA) | Comprehensive |
| Hampton Institute (VA) | Comprehensive |
| Talladega College (AL) | General baccalaureate |
| Florida Memorial College | General baccalaureate |
| Morehouse College (GA) | General baccalaureate |
| Spelman College (GA) | General baccalaureate |
| Benedict College (SC) | General baccalaureate |
| Fisk University (TN) | General baccalaureate |
| Meharry Medical College (TN) | Specialized |
| Prentiss Normal & Industrial Institute (MS) | 2-year |
| **Affiliated with religious groups** | |
| AFRICAN METHODIST EPISCOPAL[2] | |
| Edward Waters College (FL) | General baccalaureate |
| Morris Brown College (GA) | General baccalaureate |
| Wilberforce University (OH) | General baccalaureate |
| Allen University (SC) | General baccalaureate |
| Paul Quinn College (TX) | General baccalaureate |
| Shorter College (AR) | 2-year |
| AFRICAN METHODIST EPISCOPAL ZION[2] | |
| Livingstone College (NC) | General baccalaureate |
| Lomax-Hannon Junior College (AL) | 2-year |
| Clinton Junior College (SC) | 2-year |
| BAPTIST[2] | |
| Shaw University (NC) | General baccalaureate |
| Morris College (SC) | General baccalaureate |
| Bishop College (TX) | General baccalaureate |
| Virginia Union University | General baccalaureate |
| Arkansas Baptist College | General baccalaureate |
| Selma University (AL) | 2-year |
| Natchez Junior College (MS) | 2-year[3] |
| CHRISTIAN CHURCH (DISCIPLES OF CHRIST) | |
| Jarvis Christian College (TX) | General baccalaureate |
| CHRISTIAN METHODIST EPISCOPAL[2] | |
| Miles College (AL) | General baccalaureate |
| Mississippi Industrial College | General baccalaureate[3] |
| Lane College (TN) | General baccalaureate |
| Texas College | General baccalaureate |
| CHURCH OF CHRIST (SCIENTIST) | |
| Southwestern Christian College (TX) | 2-year |

## Table A1.3—Control/affiliation and classification of private TBI's: 1982 (continued)

| Control/affiliation[1] | Classification |
|---|---|
| INTERDENOMINATIONAL[2] | |
| Interdenominational Theological Center (GA) | Specialized |
| LUTHERAN CHURCH, MISSOURI SYNOD | |
| Concordia College (AL) | 2-year |
| MULTIPLE PROTESTANT DENOMINATIONS | |
| Paine College (GA)[2] | General baccalaureate |
| Dillard University (LA) | General baccalaureate |
| LeMoyne-Owen College (TN)[2] | General baccalaureate |
| Huston-Tillotson College (TX) | General baccalaureate |
| PRESBYTERIAN, U.S. | |
| Stillman College (AL) | General baccalaureate |
| PROTESTANT EPISCOPAL | |
| Saint Augustine's College (NC) | General baccalaureate |
| Voorhees College (SC) | General baccalaureate |
| Saint Paul's College (VA) | General baccalaureate |
| ROMAN CATHOLIC | |
| Xavier University of Louisiana | General baccalaureate |
| SEVENTH DAY ADVENTIST | |
| Oakwood College (AL) | General baccalaureate |
| UNITED CHURCH OF CHRIST | |
| Tougaloo College (MS) | General baccalaureate |
| UNITED METHODIST | |
| Bethune-Cookman College (FL) | General baccalaureate |
| Clark College (GA) | General baccalaureate |
| Rust College (MS) | General baccalaureate |
| Bennett College (NC) | General baccalaureate |
| Claflin College (SC) | General baccalaureate |
| Wiley College (TX) | General baccalaureate |
| Philander Smith College (AR) | General baccalaureate |
| Morristown College (TN) | 2-year |
| UNITED PRESBYTERIAN, U.S.A. | |
| Johnson C. Smith University (NC) | General baccalaureate |
| Knoxville College (TN) | General baccalaureate |
| Barber-Scotia College (NC) | Specialized |
| Mary Holmes College (MS) | 2-year |

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[1] Affiliation does not necessarily imply control or even primary source of revenue.
[2] Indicates affilation with a predominantly black denomination.
[3] Classification based on 1976 data; colleges were ineligible for HEGIS in 1981, and later closed.

## Classification of geographic areas

This report presents data aggregated by geographic areas, such as metropolitan areas, States, or foreign countries. These grouping are:

Metropolitan areas - This report uses the term Standard Metropolitan Statistical Area (SMSA) as defined by the Bureau of the Census. An SMSA is a county or group of contiguous counties which contain at least one city of 50,000 inhabitants or more, or "twin cities" with a combined population of at least 50,000. In addition to the county or counties containing such a city or cities, surrounding counties are included if they are essentially metropolitan in character and are socially and economically integrated with the central city.

States - Wherever possible, comparative data were presented for the States where TBI's are located (TBI States). However, if data were not available for all of these States, the closest approximation was used.

TBI States - The 19 States and D.C. where TBI's are located: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Southern States - The Bureau of the Census classification of the southern region of the United States. This category includes all the TBI States except Ohio, Pennsylvania, and Delaware.

South - A term used to decribe the region in general, but not defined in the original source.

States with dual systems of education - Before 1954, the following 17 States and the District of Columbia legally required separate schools for white and black students: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. (There were other States, such as Ohio and Pennsylvania, in which separate schools were either mandatory or customary in certain counties or cities).

Foreign countries - Data on the origin of foreign students are presented by world regions. The countries included in each region, as classified by the Institute of International Education, are available from IIE.

## Definition of racial/ethnic categories

Under Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, institutions provide enrollment and degrees data by race on all students except those not United States citizens and in this country on a temporary basis (see nonresident aliens). All others are classified in one of the following racial/ethnic categories:

Black, non-Hispanic - A person having origins in any of the black racial groups of Africa, except those of Hispanic origin.

American Indian or Alaskan Native - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affilation or community recognition.

Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian sub-continent, or the Pacific Islands.

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture of origin, regardless of race.

White, non-Hispanic - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, except those of Hispanic origin.

This report refers to these groups as: black, American Indian, Asian, Hispanic, and white.

In the HEGIS surveys on enrollment and degrees (see B-1), nonresident aliens are not classified by race; only the total number is reported. However, resident aliens, who are not citizens or nationals of the United States and who have been lawfully admitted for permanent residence (and who hold alien registration receipt cards - Form I-551/155) are reported in the appropriate racial/ethnic categories along with United States citizens. In the EEOC survey on higher education staff (see B-5), nonresident aliens are classified by race.

## Definition of nonresident aliens/foreign students

A nonresident alien is a person who is not a citizen or national of the United States and is in this country on a temporary basis and does not have the right to remain indefinitely. The term "nonresident alien student" is synonymous with the term "foreign student" as defined in the Residence and Migration Survey (part of HEGIS) and the Annual Census of Foreign Students (by the Institute of International Education). These definitions are:

**Residence and Migration Survey**
A foreign student is a person who is not a citizen of the United States, is in this country on a temporary basis, and does not have the right to remain indefinitely.

**Annual Census of Foreign Students**
A foreign student is anyone who is enrolled in courses in the United States who is not a citizen or an immigrant (permanent resident). Refugees are included.

# B. Sources of Data

Most of the data in this report have not been published. Using manual and computer tabulations, institutional data were analyzed from the Higher Education General Information Surveys. In addition, two sections of the report used unpublished data from the Higher Education Staff Information Report (EEOC), and the Fiscal-Operations Reports of the campus-based programs for student aid. Each of these three surveys/reports is completed by the universe of eligible institutions, not a sample of institutions.

The accuracy of the data from these sources is subject to errors due to survey design, respondent reporting and nonresponse, and data processing and presentation. These types of errors are minimized by methods built into the survey procedures, e.g. editing. It is difficult to measure nonsampling error unless a validation study is conducted. A validation study, "HEGIS Post-Survey Validation Study," was conducted in 1979 for the two HEGIS surveys—Enrollment and Degrees—which provide much of the data in this report. The following description of each of the HEGIS surveys contains information from the study relevant to this report. The discussion of the HEGIS surveys is followed by (a) short descriptions of the other two sources of unpublished data, and (b) a complete bibliography of published information cited in this report.

## Discussion of Sources of Unpublished Data

### HEGIS

Although the Federal government had collected biennial data on institutions of higher education since the late 1800's, it was not until 1947 that the U.S. Office of Education began yearly, comprehensive surveys. In 1966, various surveys on enrollment, degrees, faculty, and finance were combined into a single package known as HEGIS (Higher Education General Information Survey), now collected by the National Center for Education Statistics (NCES) in the U.S. Department of Education[5]. Each eligible institution of higher education receives forms on institutional characteristics, enrollment, degrees, finance, and faculty each year. In intermittent years, they have received forms on physical facilities (up to 1974), libraries, and residence and migration. Every other year since 1976, enrollment and degree data have been collected by race/ethnicity by NCES for the Office for Civil Rights (U.S. Department of Education). Discussions of each survey in HEGIS follow.

#### Institutional Characteristics of Colleges and Universities

The Institutional Characteristics Survey provides the basis for the universe of institutions presented in the *Education Directory, Colleges and Universities* and used in all other HEGIS data collection activities. The universe is composed of institutions that offer at least a 1-year program of college-level studies leading toward a degree and that meet certain accreditation criteria. All institutions reported are certified as eligible to be listed by the Division of Eligibility and Agency Evaluation in the Department of Education. The universe of institutions changes slightly from year to year because of closings, mergers, newly eligible colleges, etc.

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[5] Data from 1954 to 1982 on total enrollment and total degree awards (bachelor's and higher) were presented in trend charts in this report. The definitions of these terms used in the surveys over this span of time were similar; the major changes were:

Enrollment - Before 1963, students in occupational or general studies programs extending beyond high school were excluded.

Degrees - Before 1961, data on bachelor's and first-professional degrees were collected in one category. Therefore, first-professional degrees before 1961 can only be estimated by manually tabulating degrees in law, medicine, dentistry, and theology.

In the fall, institutions included in the *Directory* the previous year receive a computer printout of their information with a request to update it. Institutions not previously included that applied for *Directory* listing are sent the questionnaire form to complete. In addition to information on the location and highest offering, data on annual tuition and room and board charges are collected.

## Opening Fall Enrollment in Institutions of Higher Education

Opening Fall Enrollment in Institutions of Higher Education has been part of the HEGIS series since HEGIS began. The enrollment survey does not appear to have problems of nonreturn. The major sources of nonsampling error for this survey come from classification problems, unavailability of needed data, misinterpretation of definitions, missing the survey due date, and operational errors. Of these, the misclassification of students appears to be the main source of error. Institutions have problems in correctly classifying first-time freshmen, other first-time students and unclassified students for full-time and part-time categories. These problems are more evident at 2-year institutions (private and public) and the private 4-year institutions. In 1977-78, the classification problems led to an estimated overcount of 11,000 full-time students and an undercount of 19,000 part-time students. Although the percentage of error for the grand total was small (i.e., less than 1 percent), the percentage of errors for detailed student level might be as high as 5 percent or even higher at certain student levels.

## Degrees and Other Formal Awards Conferred

The Degrees and Other Formal Awards Conferred Survey has always been part of the HEGIS series. For the 1970-71 survey, however, the taxonomy was changed.[6] The information from survey years 1970-71 through 1981-82 is directly comparable, and a crosswalk was used for data before 1970-71.

The nonresponse rate does not appear to be a significant contributor to nonsampling error for this survey. The return rate over the years has been extremely high, with the rate for 1977-78 and 1978-79 at 100 percent. Because of the high return rate, nonsampling error caused by imputation would also be minimal. The major sources of nonsampling error for this survey are: differences in the HEGIS program taxonomies and the taxonomies used by the school; classification of double majors and double degrees; operational problems; and timing of the survey. The validation study conducted in 1979, found that the sources of nonsampling error noted above contributed to an error rate of 0.3 percent overreporting for bachelor's degrees and 1.3 percent overreporting for master's degrees. The differences, however, varied among disciplines. Over half the disciplines selected for the study had no errors identified. The major disciplines with large differences were: business and management, education, engineering, letters, and psychology. Differences in proportion to the published figures were less than 1 percent for most of the selected disciplines that had errors.

## Financial Statistics of Institutions of Higher Education

The Financial Statistics of Institutions of Higher Education Survey has always been part of the HEGIS series. Changes were made in the financial survey instruments in 1975. While these changes were significant, only data that could be crosswalked from the earlier survey to the current survey form are in this report. Other possible sources of nonsampling error in the financial statistics are nonresponse, imputation, and misclassification. The response rate has been over 90 percent for the years reported. Two general methods of imputation have been used: (1) if prior year's data were available for a nonresponding institution, these data were inflated using the Higher Education Price Index and adjusted according to changes in enrollments; or (2) if no previous year's data were available, current data were used from peer institutions selected for location (State or region), control, level, and enrollment size of the nonresponding institutions. For the most recent year reported, the imputation method did not include the adjustment for changes in enrollments. Note that the imputed current funds expenditures of the nonrespondents are less than 3 percent of the aggregate U.S. total.

## Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty

This survey, like those for earned degrees, financial statistics, and enrollments, has been a component of HEGIS nearly every year. Like these other surveys, the faculty salaries survey is a universe survey, so the data are not subject to sampling error.

The response rates for this survey have been high in recent years—exceeding 90 percent. Salaries and fringe benefit data are not imputed for nonresponding institutions.

The salaries of full-time faculty may include some part-time faculty at a small number of institutions. The impact of these reporting errors is estimated to lower average salaries by less than 1 percent.

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[6] It should be noted that a new classification of instructional programs is in the process of being implemented; for further information, see: *A Classification of Instructional Programs* (Washington, D.C.: NCES, 1981).

### Residence and Migration Survey

The Residence and Migration of College Students (R&M) survey for fall 1979 is a difficult HEGIS survey to present clearly without misrepresentation. The data collected in fall 1979 differ from earlier surveys, since only full- and part-time first-time students were reported by level of enrollment in fall 1979 rather than all students by sex, as in earlier years. For this reason, numeric trends cannot be constructed.

The mailout of the 1979-80 Higher Education General Information Survey included survey report forms for 3,188 institutions in the survey universe. Of these, 3,008 institutions, or 94 percent of the universe sent usable responses. Data were imputed for the 180 nonrespondent institutions by identifying peer institutions. Where imputing could not be done, State averages or data from previous surveys were used.

In 1979, institutions were asked to classify first-time students by home State according to the following definitions:

Home State—the State in which a student was residing when first admitted to an institution of higher education at any student level.

First-time students—students enrolled in the institution for the first time at each of the following levels: undergraduate, graduate, first-professional, or unclassified (not enrolled in a degree program).

The total number of students reported as first-time freshmen on the R&M survey was expected to correspond to the number reported on the 1979 Opening Fall Enrollment (OFE) survey. However, differences in the due dates occurred, students enrolled in the summer of 1979 were not included in data from the OFE, and the distinction between first-time freshmen was blurred. Therefore, the data from the two surveys reported by some institutions were not consistent.

For more information, contact: U.S. Department of Education, National Center for Education Statistics, Division of Postsecondary and Vocational Education Statistics, University and College Surveys and Studies Branch, 1200 19th Street, N.W., Washington, D.C. 20208-1404.

### Libraries of Institutions of Higher Education

This survey has been an intermittent component of HEGIS. Data from the 1981-82 academic year survey was used in this report. That year, questionnaires were sent to eligible institutions of education, including branch campuses. Of the 3,239 college and university libraries, 2,935 or 91 percent responded to the survey. To obtain national totals for the data items in this report, it was necessary to impute responses for libraries that did not submit survey forms or for data items that were not provided by respondents. Data were imputed for 215 libraries that failed to submit a survey form by substituting either: (1) the library's response to the 1979 survey, or (2) the response to the 1981 survey by a library in an institution similar to the institution in which the nonresponding library was located.

### Racial/Ethnic Data for Enrollment and Degrees

As part of its HEGIS enrollment and degrees surveys since 1976, NCES has collected race and ethnic data biennially for the Office for Civil Rights. Under Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, almost all institutions of higher education are required to provide the Office for Civil Rights (OCR) enrollment and degree data by race for all students except nonresident aliens. Tabulations are available for:

Enrollment

*Racial and Ethnic Enrollment from Institutions of Higher Education (fall of)*: 1970; 1972; 1974; 1976; 1978; 1980; and 1982.

Degrees

*Data on Earned Degrees Conferred by Institutions of Higher Education, by Race, Ethnicity, and Sex (academic year)*: 1975-1976; 1976-1977; 1978-1979; and 1980-1981.

Tabulations done by OCR exclude data on U.S. Service Schools. Reporting of race/ethnicity of students was more complete in the later surveys than in the earlier surveys. It is estimated that in 1970, race/ethnicity was not provided for approximately 4 percent of all full-time undergraduates; in 1982, there was less than 0.3 percent of students for whom no race/ethnicity data was provided or imputed.

For more information contact: U.S. Department of Education, Office of the Assistant Secretary for Civil Rights, (Mail Stop 2516), 330 C St., S.W., Washington, D.C. 20202.

## EEOC Higher Education Staff Information Report

The Equal Employment Opportunity Commission (EEOC) is responsible for the administration of the Equal Employment Opportunity Act of 1972 to ensure and promote equal treatment in employment. As part of that mandate, the EEOC has conducted (since 1975) a biennial survey of all institutions of higher education in the 50 States and the District of Columbia which have 15 or more full-time employees. In odd-numbered years, these institutions submit the EEO-6 survey which reports the occupation, salary, and faculty rank/tenure of employees by race/ethnicity and sex. Data from these Higher Education Staff Information reports were used in the sections of Chapter VI on administrators and race of faculty.

The method by which an employee's race or ethnicity can be determined by the institution is not specified by EEOC. Using employee records, visual identification, etc., an employee is included in the "group to which he or she appears to belong, identifies with, or is regarded in the community as belonging." In the EEOC survey, nonresident aliens are not a separate category but are classified by their race/ethnicity.

Although no validation study of these data has been done, it is possible to compare faculty data from this survey with data from the HEGIS Salaries, Tenure, and Fringe Benefits of Full-time Faculty survey for comparable years. Although the total full-time faculty reported on the EEOC survey tends to be slightly higher than that reported in the HEGIS survey, the distributions of faculty by sex, rank, salaries, and tenure were similar in both surveys.

For further information, contact: U.S. Equal Employment Opportunity Commission, Survey Branch, 2401 E Street N.W., Washington, D.C., 20506.

## Student Financial Aid Program Reports

Information on TBI participation in the Pell (BEOG) program was provided to NCES in a computer tabulation of Student Validation Roster data from the program. A preliminary Student Validation Roster is prepared from the three progress reports and student reports submitted by each funded institution in the award year. At the end of the award year (June 30), this roster is sent to each funded institution to be reconciled and completed. The completed Student Validation Roster serves to close the institution's account in the program for that award year.

The analysis in this study of the three campus-based student financial aid programs (Supplemental Educational Opportunity Grants (SEOG), College Work-Study (CW-S), and the National Direct Student Loans (NDSL) is derived from program reports of how funds were spent during an award year, not pre-award estimates. Every institution which receives Federal funding for students under the SEOG, CW-S, and NDSL programs is required by law to submit a Fiscal-Operations Report, subject to audit by the U.S. Department of Education. Section E of the Fiscal-Operations Report requires data on the number of aid recipients and amounts received by undergraduate dependent students (by family income category) and by undergraduate independent or graduate students during an award year. This information was manually aggregated for the TBI's by NCES, and then presented in Chapter V. Information on non-TBI's was tabulated from the programs' annual report.

For more information on these data sources, contact: U.S. Department of Education, Office of Student Financial Assistance, Regional Office Building #3 - Room 4082, (Mail Stop 3439), Washington, D.C 20202.

# Bibliography of Sources of Published Data

Many sources of published data were cited throughout this report to provide contextual information for the analysis of the unpublished data on TBI's. Since the published data were used primarily for background information, the data collection/analysis methodology for these sources will not be described in detail. However, this report does provide, within the text where the data are referenced, certain methodological information important to the citation of data for TBI's. Refer to the original source for methodological information on published data.

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# C. Background Information

## Important Court Decisions

*Plessy* v. *Ferguson* (1896): The U.S. Supreme Court laid down the "separate but equal" doctrine. A summary of the case[7]: When Homer Adolph Plessy refused to ride in the "colored" car on a railroad train during a trip within the State of Louisiana, he was arrested and charged with violating the 1890 Louisiana law which required separate but equal facilities for both races. Plessy filed suit and charged that the act violated the Thirteenth and Fourteenth Amendments of the U.S. Constitution. The U.S. Supreme Court found that the Louisiana law was not in conflict with the Thirteenth and Fourteenth Amendments because a State statute which provided for legal distinction—based upon the fact of color—did not destroy the legal equality of the two races. The Fourteenth Amendment did not intend "to enforce absolute equality of the two races before the law, and to enforce comingling of the two races," and it could not have eliminated distinctions based on race. Laws permitting or even requiring separation do not necessarily imply inferiority, the Court held. Justice Harlan issued his dissent. Aside from the apparent injustice of the Louisiana law, Justice Harlan concluded that it was not consistent with the United States Constitution because the Thirteenth Amendment does not allow any burden or disability to be imposed as a badge of slavery. Justice Harlan went on to quote the Fourteenth Amendment wherein "no State shall make or enforce any law which shall abridge the priviledges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty or property without due process of law, or deny to any person within its jurisdiction the equal protection of the laws."

*Brown* v. *Board of Education of Topeka* (1954): The U.S. Supreme Court overruled the *Plessy* decision in this case by declaring that "separate educational facilities are inherently unequal." As part of the campaign to obtain equal educational facilities, the National Association for the Advancement of Colored People (NAACP) backed several cases that challenged the legal basis for segregation in public schools. The U.S. Supreme Court consolidated several of these cases and ruled that State laws which required or permitted racial segregation in public education violated the equal protection clause of the 14th Amendment of the United States Constitution. The core of this decison was[8]:

> "We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.
>
> Such considerations apply with added force to children in grade and high schools. To separate

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[7] As summarized in: John E. Fleming, *The Lengthening Shadow of Slavery* (Washington, D.C.: Howard University Press, 1976), p. 65).

[8] See: *Prejudice and Pride: The "Brown" Decision After Twenty-five Years, May 17, 1954 - May 17, 1979*, by the National Academy of Education. This report was prepared for and published by the U.S. Department of Health, Education and Welfare (1979).

(black children in public schools) from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone.

We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilites are inherently unequal."

## President Reagan's Executive Order on Historically Black Colleges and Universities

On September 15, 1981 President Reagan issued Executive Order 12320, which mandated the development and implementation of a Federal program "designed to achieve significant increases in the participation of historically Black colleges and universities in Federally sponsored programs[9]." This program had three components: (1) a special review of Federal agency funding for historically black colleges and universities and development of an annual plan of assistance; (2) identification, reduction, and elimination of barriers "which may have unfairly resulted in reduced participation in, and reduced benefits from, Federally sponsored programs," and (3) involvement of the private sector in strengthening historically black colleges and universities.

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[9] An earlier Executive Order (#12232) on Historically Black Colleges and Universities was issued by President Carter on January 17, 1979.

# Appendix 2

## Profile of Each Traditionally Black Institution of Higher Education

|  | Fall 1982 Profile |  |  |  |  |  |
|---|---|---|---|---|---|---|
| State and institution | Control/ highest level | Total students | Percent full-time | Percent black | Post bacca-laureate | Full-time faculty |
| **ALABAMA** |  |  |  |  |  |  |
| Alabama Agricultural and Mechanical University, Normal | Public<br>Master's | 4,126 | 81 | 71 | 786 | 251 |
| Alabama State University, Montgomery | Public<br>Master's | 4,044 | 88 | 99 | 294 | 171 |
| Concordia College (Alabama Lutheran Academy and College), Selma | Private<br>2-Year | 181 | 98 | 100 | 0 | 9 |
| Daniel Payne College, Birmingham | Private<br>4-Year | CLOSED IN 1977 |  |  |  |  |
| Lawson State Community College, Birmingham | Public<br>2-Year | 1,834 | 82 | 100 | 0 | 72 |
| Lomax-Hannon Junior College, Greenville | Private<br>2-Year | 95 | 100 | 98 | 0 | 4 |
| Miles College, Birmingham | Private<br>4-Year | 736 | 81 | 97 | 0 | 58 |
| Oakwood College, Huntsville | Private<br>4-Year | 1,418 | 91 | 83 | 0 | 67 |
| S.D. Bishop State Junior College, Mobile | Public<br>2-Year | 1,619 | 70 | 78 | 0 | 57 |
| Selma University, Selma | Private<br>2-Year | 342 | 94 | 100 | 0 | 18 |
| Stillman College, Tuscaloosa | Private<br>4-Year | 523 | 94 | 97 | 0 | 35 |
| Talladega College, Talladega | Private<br>4-Year | 539 | 100 | 99 | 0 | 46 |
| Tuskegee Institute, Tuskegee | Private<br>Master's[a] | 3,440 | 95 | 83 | 501 | 288 |
| **ARKANSAS** |  |  |  |  |  |  |
| Arkansas Baptist College, Little Rock | Private<br>4-Year | 174 | 77 | 98 | 0 | [b]7 |
| Philander Smith College, Little Rock | Private<br>4-Year | 461 | 83 | 84 | 0 | 38 |
| Shorter College, Little Rock | Private<br>2-Year | 120 | 93 | 82 | 0 | 26 |
| University of Arkansas at Pine Bluff | Public<br>4-Year | 2,731 | 84 | 79 | 0 | 149 |
| **DELAWARE** |  |  |  |  |  |  |
| Delaware State College, Dover | Public<br>Master's | 2,151 | 76 | 64 | 67 | 128 |
| **DISTRICT OF COLUMBIA** |  |  |  |  |  |  |
| Howard University | Private<br>Doctorate[a] | 11,445 | 85 | 80 | 3,361 | 930 |
| University of the District of Columbia | Public<br>Master's | 14,105 | 35 | 80 | 788 | 647 |
| **FLORIDA** |  |  |  |  |  |  |
| Bethune-Cookman College, Daytona Beach | Private<br>4-Year | 1,636 | 95 | 93 | 0 | 105 |

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See footnotes at end of table.

| 1981-82 Degrees and Awards | | | | | 1982 | |
|---|---|---|---|---|---|---|
| Sub-baccalaureate | Bachelor's | Master's | Doctor's | 1st Professional | Number of volumes in library | State and institution |
| | | | | | | ALABAMA |
| 0 | 572 | 235 | 0 | 0 | 131,026 | Alabama Agricultural and Mechanical University, Normal |
| 9 | 513 | 144 | 0 | 0 | 194,922 | Alabama State University, Montgomery |
| 63 | 0 | 0 | 0 | 0 | 17,462 | Concordia College (Alabama Lutheran Academy and College), Selma |
| | CLOSED IN 1977 | | | | | Daniel Payne College, Birmingham |
| 215 | 0 | 0 | 0 | 0 | 14,547 | Lawson State Community College, Birmingham |
| 19 | 0 | 0 | 0 | 0 | [b]11,199 | Lomax-Hannon Junior College, Greenville |
| 0 | 119 | 0 | 0 | 0 | [b]78,380 | Miles College, Birmingham |
| 33 | 179 | 0 | 0 | 0 | 90,723 | Oakwood College, Huntsville |
| 114 | 0 | 0 | 0 | 0 | 32,865 | S.D. Bishop State Junior College, Mobile |
| 86 | 0 | 0 | 0 | 0 | 18,500 | Selma University, Selma |
| 0 | 106 | 0 | 0 | 0 | 76,789 | Stillman College, Tuscaloosa |
| 0 | 103 | 0 | 0 | 0 | 74,423 | Talladega College, Talladega |
| 0 | 467 | 105 | 0 | 50 | 242,000 | Tuskegee Institute, Tuskegee Institute |
| | | | | | | ARKANSAS |
| 0 | 26 | 0 | 0 | 0 | no data | Arkansas Baptist College, Little Rock |
| 0 | 83 | 0 | 0 | 0 | 76,000 | Philander Smith College, Little Rock |
| 51 | 0 | 0 | 0 | 0 | [b]17,200 | Shorter College, Little Rock |
| 5 | 400 | 0 | 0 | 0 | 103,497 | University of Arkansas at Pine Bluff |
| | | | | | | DELAWARE |
| 0 | 275 | 0 | 0 | 0 | 141,469 | Delaware State College, Dover |
| | | | | | | DISTRICT OF COLUMBIA |
| 38 | 982 | 374 | 54 | 399 | 1,242,553 | Howard University |
| 270 | 574 | 115 | 0 | 0 | 403,062 | University of the District of Columbia |
| | | | | | | FLORIDA |
| 0 | 276 | 0 | 0 | 0 | 106,530 | Bethune-Cookman College, Daytona Beach |

See footnotes at end of table.

| State and institution | Control/ highest level | Fall 1982 Profile<br>Total students | Percent full-time | Percent black | Post bacca-laureate | Full-time faculty |
|---|---|---|---|---|---|---|
| Edward Waters College, Jacksonville | Private 4-Year | 859 | 90 | 93 | 0 | 32 |
| Florida Agricultural and Mechanical University, Tallahassee | Public Master's[a] | 4,825 | 81 | 84 | 200 | 321 |
| Florida Memorial College, Miami | Private 4-Year | 931 | 100 | 64 | 0 | 27 |
| GEORGIA | | | | | | |
| Albany State College, Albany | Public 4-Year | 1,896 | 79 | 84 | 103 | 135 |
| Atlanta University, Atlanta | Public Doctorate[a] | 1,080 | 65 | 91 | 1,080 | 103 |
| Clark College, Atlanta | Private 4-Year | 1,966 | 98 | 96 | 0 | 128 |
| Fort Valley State College, Fort Valley | Public Master's | 1,735 | 82 | 87 | 130 | 136 |
| Interdenominational Theological Center, Atlanta | Private Doctorate[a] | 298 | 90 | 93 | 298 | 25 |
| Morehouse College, Atlanta | Private 4-Year | 1,933 | 97 | 97 | 0 | 89 |
| Morris Brown College, Atlanta | Private 4-Year | 1,326 | 97 | 97 | 0 | 88 |
| Paine College, Augusta | Private 4-Year | 817 | 93 | 99 | 0 | 48 |
| Savannah State College, Savannah | Public Master's | 2,115 | 91 | 70 | 50 | 120 |
| Spelman College Atlanta | Private 4-Year | 1,458 | 97 | 97 | 0 | 82 |
| KENTUCKY | | | | | | |
| Kentucky State University, Frankfort | Public Master's | 2,199 | 51 | 41 | 82 | 104 |
| LOUSIANA | | | | | | |
| Dillard University, New Orleans | Private 4-Year | 1,142 | 97 | 97 | 0 | 87 |
| Grambling State University, Grambling | Public Master's | 3,970 | 90 | 97 | 153 | 188 |
| Southern University Agricultural and Mechanical College, Main Campus, Baton Rouge | Public Master's[a] | 9,125 | 43 | 91 | 1,402 | 490 |
| Southern University at New Orleans | Public 4-Year | 2,622 | 73 | 96 | 0 | 100 |
| Southern University Shreveport-Bossier City Campus, Shreveport | Public 2-Year | 694 | 68 | 99 | 0 | 41 |
| Xavier University of Louisiana, New Orleans | Private Master's | 2,176 | 81 | 91 | 286 | 120 |

See footnotes at end of table.

| 1981-82 Degrees and Awards | | | | | 1982 | |
|---|---|---|---|---|---|---|
| Sub-baccalaureate | Bachelor's | Master's | Doctor's | 1st Professional | Number of volumes in library | State and institution |
| 0 | 108 | 0 | 0 | 0 | 113,756 | Edward Waters College, Jacksonville |
| 5 | 536 | 57 | 0 | 0 | 329,843 | Florida Agricultural and Mechanical University, Tallahasse |
| 0 | 195 | 0 | 0 | 0 | 76,242 | Florida Memorial College, Miami |
| | | | | | | GEORGIA |
| 0 | 206 | 0 | 0 | 0 | 131,359 | Albany State College |
| 0 | 0 | 383 | 21 | 0 | (c) | Atlanta University, Atanta |
| 0 | 315 | 0 | 0 | 0 | (c) | Clark College, Atlanta |
| 4 | 172 | 35 | 0 | 0 | 166,910 | Fort Valley State College, Fort Valley |
| 0 | 0 | 0 | 0 | 58 | (c) | Interdenominational Theological Center, Atlanta |
| 0 | 227 | 0 | 0 | 0 | (c) | Morehouse College, Atlanta |
| 0 | 152 | 0 | 0 | 0 | (c) | Morris Brown College, Atlanta |
| 0 | 81 | 0 | 0 | 0 | 74,969 | Paine College, Augusta |
| 0 | 190 | 13 | 0 | 0 | 126,069 | Savannah State College, Savannah |
| 0 | 226 | 0 | 0 | 0 | (c) | Spelman College, Atlanta |
| | | | | | | KENTUCKY |
| 37 | 137 | 29 | 0 | 0 | 143,255 | Kentucky State University, Frankfort |
| | | | | | | LOUISIANA |
| 0 | 185 | 0 | 0 | 0 | 126,960 | Dillard University, New Orleans |
| 45 | 453 | 58 | 0 | 0 | 218,992 | Grambling State University, Grambling |
| 14 | 924 | 251 | 0 | 66 | 305,700 | Southern University Agricultural and Mechanical College Main Campus, Baton Rouge |
| 8 | 205 | 0 | 0 | 0 | 164,587 | Southern University at New Orleans |
| 47 | 0 | 0 | 0 | 0 | 31,860 | Southern University Shreveport-Bossier City Campus, Shreveport |
| 0 | 292 | 48 | 0 | 0 | 99,149 | Xavier University of Louisiana, New Orleans |

See footnotes at end of table.

| State and institution | Control/ highest level | Fall 1982 Profile |  |  |  |  |
|---|---|---|---|---|---|---|
|  |  | Total students | Percent full-time | Percent black | Post bacca- laureate | Full-time faculty |
| **MARYLAND** |  |  |  |  |  |  |
| Bowie State College, Bowie | Public Master's | 2,233 | 55 | 65 | 408 | 83 |
| Coppin State College, Baltimore | Public Master's | 2,310 | 71 | 93 | 108 | 119 |
| Morgan State University, Baltimore | Public Doctorate | 4,720 | 79 | 89 | 447 | 247 |
| University of Maryland—Eastern Shore, Princess Anne | Public Doctorate | 1,214 | 80 | 67 | 35 | 82 |
| **MISSISSIPPI** |  |  |  |  |  |  |
| Alcorn State University, Lorman | Public Master's | 2,442 | 89 | 96 | 160 | 140 |
| Coahoma Junior College, Clarksdale | Public 2-Year | 1,799 | 89 | 95 | 0 | 51 |
| Jackson State University, Jackson | Public Doctorate | 6,523 | 81 | 93 | 941 | 328 |
| Mary Holmes College, West Point | Private 2-Year | 428 | 95 | 99 | 0 | 19 |
| Mississippi Industrial College, Holly Springs | Private 4-Year | CLOSED IN 1982 |  |  |  |  |
| Mississippi Valley State University, Itta Bena | Public Master's | 2,238 | 89 | 99 | 62 | 131 |
| Natchez Junior College[d] Natchez | Private 2-Year | CLOSED IN 1983 |  |  |  |  |
| Prentiss Normal and Industrial Institute, Prentiss | Private 2-Year | 153 | 76 | 99 | 0 | 11 |
| Rust College, Holly Springs | Private 4-Year | 826 | 94 | 98 | 0 | 34 |
| Tougaloo College, Tougaloo | Private 4-Year | 775 | 78 | 100 | 0 | 61 |
| Utica Junior College, Utica | Public 2-Year | 1,004 | 97 | 99 | 0 | 60 |
| **MISSOURI** |  |  |  |  |  |  |
| Lincoln University, Jefferson City | Public Master's | 2,847 | 62 | 34 | 184 | 133 |
| **NORTH CAROLINA** |  |  |  |  |  |  |
| Barber-Scotia College, Concord | Private 4-Year | 374 | 98 | 99 | 0 | 21 |
| Bennett College, Greensboro | Private 4-Year | 542 | 97 | 100 | 0 | 47 |
| Elizabeth City State University, Elizabeth City | Public 4-Year | 1,532 | 91 | 86 | 0 | 96 |
| Fayetteville State University, Fayetteville | Public Master's | 2,410 | 80 | 77 | 169 | 145 |

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See footnotes at end of table.

| 1981-82 Degrees and Awards | | | | | 1982 | |
|---|---|---|---|---|---|---|
| Sub-baccalaureate | Bachelor's | Master's | Doctor's | 1st Professional | Number of volumes in library | State and institution |
| | | | | | | MARYLAND |
| 0 | 205 | 163 | 0 | 0 | 118,385 | Bowie State College, Bowie |
| 0 | 214 | 38 | 0 | 0 | 117,645 | Coppin State College, Baltimore |
| 0 | 575 | 123 | 0 | 0 | 244,799 | Morgan State University, Baltimore |
| 0 | 121 | 5 | 0 | 0 | 120,977 | University of Maryland - Eastern Shore, Princess Anne |
| | | | | | | MISSISSIPPI |
| 23 | 296 | 55 | 0 | 0 | 143,143 | Alcorn State University, Lorman |
| 239 | 0 | 0 | 0 | 0 | 29,053 | Coahoma Junior College, Clarksdale |
| 0 | 654 | 284 | 2 | 0 | 365,738 | Jackson State University, Jackson |
| 78 | 0 | 0 | 0 | 0 | 24,277 | Mary Holmes College, West Point |
| CLOSED IN 1982 | | | | | | Mississippi Industrial College, Holly Springs |
| 19 | 323 | 38 | 0 | 0 | 105,318 | Mississippi Valley State University, Itta Bena |
| CLOSED IN 1983 | | | | | | Natchez Junior College, Natchez |
| 20 | 0 | 0 | 0 | 0 | 3,435 | Prentiss Normal and Industrial Institute, Prentiss |
| 0 | 110 | 0 | 0 | 0 | 92,000 | Rust College, Holly Springs, |
| 0 | 123 | 0 | 0 | 0 | 93,408 | Tougaloo College, Tougaloo |
| 182 | 0 | 0 | 0 | 0 | 26,933 | Utica Junior College, Utica |
| | | | | | | MISSOURI |
| 55 | 216 | 71 | 0 | 0 | 151,155 | Lincoln University, Jefferson City, |
| | | | | | | NORTH CAROLINA |
| 0 | 22 | 0 | 0 | 0 | 73,271 | Barber-Scotia College, Concord |
| 0 | 99 | 0 | 0 | 0 | 79,820 | Bennett College, Greensboro |
| 0 | 253 | 0 | 0 | 0 | 99,977 | Elizabeth City State University Elizabeth City |
| 0 | 345 | 0 | 0 | 0 | 137,725 | Fayetteville State University, Fayetteville |

See footnotes at end of table.

| State and institution | Control/ highest level | Fall 1982 Profile Total students | Percent full-time | Percent black | Post baccalaureate | Full-time faculty |
|---|---|---|---|---|---|---|
| Johnson C. Smith University, Charlotte | Private 4-Year | 1,192 | 97 | 98 | 0 | 70 |
| Livingstone College, Salisbury | Private 4-Year | 618 | 93 | 97 | 0 | 42 |
| North Carolina Agricultural and Technical State University, Greensboro | Public Master's | 5,228 | 80 | 82 | 583 | 322 |
| North Carolina Central University, Durham | Public Master's• | 4,990 | 78 | 86 | 551 | 248 |
| Saint Augustine's College, Raleigh | Private 4-Year | 1,581 | 97 | 92 | 0 | 68 |
| Shaw University, Raleigh | Private 4-Year | 1,832 | 93 | 86 | 0 | 18 |
| Winston-Salem State University, Winston-Salem | Public 4-Year | 2,259 | 83 | 86 | 0 | 138 |
| **OHIO** | | | | | | |
| Central State University, Wilberforce | Public 4-Year | 2,424 | 82 | 79 | 0 | 112 |
| Wilberforce University, Wilberforce | Private 4-Year | 979 | 100 | 98 | 0 | 47 |
| **OKLAHOMA** | | | | | | |
| Langston University, Langston | Public 4-Year | 1,856 | 59 | 50 | 84 | 50 |
| **PENNSYLVANIA** | | | | | | |
| Cheyney State College, Cheyney | Public Master's | 1,867 | 85 | 94 | 87 | 171 |
| Lincoln University, Lincoln | Public Master's | 1,230 | 98 | 89 | 181 | 78 |
| **SOUTH CAROLINA** | | | | | | |
| Allen University, Columbia | Private 4-Year | 241 | 96 | 90 | 0 | 21 |
| Benedict College, Columbia | Private 4-Year | 1,371 | 97 | 98 | 0 | 80 |
| Claflin College, Orangeburg | Private 4-Year | 645 | 98 | 99 | 0 | 56 |
| Clinton Junior College, Rock Hill | Private 2-Year | 119 | 100 | 100 | 0 | 5 |
| Friendship College, Rock Hill | Private 2-Year | CLOSED IN 1981 | | | | |
| Morris College, Sumter | Private 4-Year• | 628 | 94 | 100 | 0 | 41 |

See footnotes at end of table.

| 1981-82 Degrees and Awards | | | | | 1982 | |
|---|---|---|---|---|---|---|
| Sub-baccalaureate | Bachelor's | Master's | Doctor's | 1st Professional | Number of volumes in library | State and institution |
| 0 | 217 | 0 | 0 | 0 | 98,157 | Johnson C. Smith University, Charlotte |
| 0 | 118 | 0 | 0 | 0 | 75,119 | Livingstone College, Salisbury |
| 0 | 725 | 194 | 0 | 0 | 306,248 | North Carolina Agricultural and Technical State University, Greensboro |
| 0 | 490 | 182 | 0 | 63 | 626,783 | North Carolina Central University,Durham |
| 0 | 241 | 0 | 0 | 0 | 110,641 | Saint Augustine's College, Raleigh |
| 23 | 162 | 0 | 0 | 0 | 92,983 | Shaw University, Raleigh |
| 0 | 282 | 0 | 0 | 0 | 152,303 | Winston-Salem State University, Winston-Salem |
| | | | | | | OHIO |
| 7 | 347 | 0 | 0 | 0 | 160,916 | Central State University, Wilberforce |
| 0 | 107 | 0 | 0 | 0 | 41,000 | Wilberforce University, Wilberforce |
| | | | | | | OKLAHOMA |
| 0 | 93 | 0 | 0 | 0 | 139,110 | Langston University, Langston |
| | | | | | | PENNSYLVANIA |
| 0 | 308 | 32 | 0 | 0 | 131,882 | Cheyney State College, Cheyney |
| 0 | 146 | 74 | 0 | 0 | [b]136,018 | Lincoln University, Lincoln University |
| | | | | | | SOUTH CAROLINA |
| 0 | 44 | 0 | 0 | 0 | 38,948 | Allen University, Columbia |
| 0 | 169 | 0 | 0 | 0 | 151,756 | Benedict College, Columbia |
| 0 | 119 | 0 | 0 | 0 | 102,684 | Claflin College, Orangeburg |
| 24 | 0 | 0 | 0 | 0 | 4,240 | Clinton Junior College, Rock Hill |
| CLOSED IN 1981 | | | | | | Friendship College, Rock Hill |
| 0 | 80 | 0 | 0 | 0 | 64,746 | Morris College, Sumter |

See footnotes at end of table.

|  |  | Fall 1982 Profile |  |  |  |  |
|---|---|---|---|---|---|---|
| State and institution | Control/ highest level | Total students | Percent full-time | Percent black | Post bacca-laureate | Full-time faculty |
| South Carolina State College, Orangeburg | Public<br>Master's | 3,901 | 81 | 94 | 455 | 221 |
| Voorhees College, Denmark | Private<br>4-Year | 625 | 100 | 96 | 0 | 34 |
| TENNESSEE |  |  |  |  |  |  |
| Fisk University, Nashville | Private<br>Master's | 753 | 99 | 97 | 21 | 64 |
| Knoxville College, Knoxville | Private<br>4-Year | 501 | 92 | 87 | 0 | 43 |
| Lane College, Jackson | Private<br>4-Year | 731 | 98 | 98 | 0 | 40 |
| LeMoyne-Owen College, Memphis | Private<br>4-Year | 1,073 | 97 | 100 | 0 | 51 |
| Meharry Medical College, Nashville | Private<br>Doctorate* | 747 | 100 | 85 | 733 | 165 |
| Morristown College, Morristown | Private<br>2-Year | 112 | 100 | 98 | 0 | 10 |
| Tennessee State University, Nashville | Public<br>Doctorate* | 8,008 | 59 | 63 | 836 | 372 |
| TEXAS |  |  |  |  |  |  |
| Bishop College, Dallas | Private<br>4-Year | 1,186 | 95 | 65 | 0 | 54 |
| Huston-Tillotson College, Austin | Private<br>4-Year | 577 | 93 | 59 | 0 | 31 |
| Jarvis Christian College, Hawkins | Private<br>4-Year | 547 | 97 | 99 | 0 | 45 |
| Paul Quinn College, Waco | Private<br>4-Year | 467 | 97 | 98 | 0 | 28 |
| Prairie View Agricultural and Mechanical University, Prairie View | Public<br>Master's | 4,499 | 81 | 89 | 747 | 215 |
| Southwestern Christian College, Terrell | Private<br>2-Year | 232 | 98 | 90 | 0 | 17 |
| Texas College, Tyler | Private<br>4-Year | 619 | 94 | 66 | 0 | 37 |
| Texas Southern University, Houston | Public<br>Doctorate* | 8,298 | 73 | 67 | 1,194 | 343 |
| Wiley College, Marshall | Private<br>4-Year | 543 | 93 | 96 | 0 | 36 |
| VIRGINIA |  |  |  |  |  |  |
| Hampton Institute, Hampton | Private<br>Master's | 3,824 | 87 | 94 | 270 | 214 |
| Norfolk State University, Norfolk | Public<br>Master's | 7,346 | 80 | 87 | 335 | 326 |

See footnotes at end of table.

| 1981-82 Degrees and Awards | | | | | 1982 | |
|---|---|---|---|---|---|---|
| Sub-baccalaureate | Bachelor's | Master's | Doctor's | 1st Professional | Number of volumes in library | State and institution |
| 0 | 512 | 186 | 0 | 0 | 226,787 | South Carolina State College, Orangeburg |
| 8 | 105 | 0 | 0 | 0 | 91,000 | Voorhees College, Denmark |
| 0 | 135 | 15 | 0 | 0 | 180,958 | TENNESSEE<br>Fisk University, Nashville |
| 1 | 39 | 0 | 0 | 0 | 84,129 | Knoxville College, Knoxville |
| 0 | 112 | 0 | 0 | 0 | 83,792 | Lane College, Jackson |
| 0 | 120 | 0 | 0 | 0 | 85,262 | LeMoyne-Owen College, Memphis |
| 0 | 0 | 5 | 2 | 144 | 76,882 | Meharry Medical College, Nashville |
| 54 | 0 | 0 | 0 | 0 | 23,477 | Morristown College, Morristown |
| 107 | 587 | 209 | 0 | 0 | 385,162 | Tennessee State University, Nashville |
| 0 | 115 | 0 | 0 | 0 | 168,812 | TEXAS<br>Bishop College, Dallas |
| 0 | 85 | 0 | 0 | 0 | 66,650 | Huston-Tillotson College, Austin |
| 1 | 73 | 0 | 0 | 0 | 64,205 | Jarvis Christian College, Hawkins |
| 0 | 58 | 0 | 0 | 0 | [6]88,883 | Paul Quinn College, Waco |
| 0 | 428 | 364 | 0 | 0 | [7]256,000 | Prairie View Agricultural and Mechanical University, Prairie View |
| 79 | 0 | 0 | 0 | 0 | 20,575 | Southwestern Christian College, Terrell |
| 0 | 58 | 0 | 0 | 0 | 104,059 | Texas College, Tyler |
| 0 | 767 | 271 | 8 | 81 | 392,635 | Texas Southern University, Houston |
| 0 | 101 | 0 | 0 | 0 | 77,407 | Wiley College, Marshall |
| 0 | 460 | 51 | 0 | 0 | 228,350 | VIRGINIA<br>Hampton Institute, Hampton |
| 40 | 551 | 112 | 0 | 0 | 272,850 | Norfolk State University, Norfolk |

See footnotes at end of table.

| State and institution | Control/ highest level | Fall 1982 Profile | | | | |
|---|---|---|---|---|---|---|
| | | Total students | Percent full-time | Percent black | Post bacca-laureate | Full-time faculty |
| St. Paul's College, Lawrenceville | Private<br>4-Year | 687 | 98 | 99 | 0 | 35 |
| The Virginia College, Lynchburg | Private<br>2-Year | CLOSED IN 1980 | | | | |
| Virginia State University, Petersburg | Public<br>Master's | 4,526 | 75 | 85 | 412 | 222 |
| Virginia Union University, Richmond | Private<br>4-Year | 1,297 | 94 | 100 | 95 | 78 |
| WEST VIRGINIA | | | | | | |
| Bluefield State College, Bluefield | Public<br>4-Year | 2,804 | 44 | 9 | 0 | 82 |
| West Virginia State College, Institute | Public<br>4-Year | 4,352 | 46 | 14 | 0 | 122 |
| TOTAL TBI's | | 216,572 | 77 | 82 | 18,679 | 11,830 |

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See footnotes at end of table.

| 1981-82 Degrees and Awards | | | | | 1982 | |
|---|---|---|---|---|---|---|
| Sub-baccalaureate | Bachelor's | Master's | Doctor's | 1st Professional | Number of volumes in library | State and institution |
| 0 | 101 | 0 | 0 | 0 | 49,543 | St. Paul's College, Lawrenceville |
| CLOSED IN 1980 | | | | | | The Virginia College, Lynchburg |
| 0 | 496 | 128 | 0 | 0 | 212,187 | Virginia State University, Petersburg |
| 0 | 157 | 0 | 0 | 26 | [b]123,267 | Virginia Union University, Richmond |
| | | | | | | WEST VIRGINIA |
| 208 | 148 | 0 | 0 | 0 | 104,393 | Bluefield State College, Bluefield |
| 118 | 356 | 0 | 0 | 0 | 188,042 | West Virginia State College, Institute |
| 2,349 | 22,047 | 4,447 | 87 | 887 | ...... | TOTAL TBI's |

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[a] Also offers 1st-professional program(s).

[b] 1979 data - latest available

[c] Students use Atlanta University Center Joint Library, which has 533,196 volumes.

[d] Reopened in fall 1984.

[e] Texas Medical Center Library of the Houston Academy of Medicine provides library services for Prairie View A&M University's School of Nursing.

Source: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey.

# Appendix 3

## Detailed Data on Degrees Awarded by Traditionally Black Institutions

**Table A3.1**

Number of bachelor's, master's, and doctor's degrees conferred in TBI's, by discipline division and specialty: 1982

**Table A3.2**

Sub-baccalaureate awards conferred in TBI's, by curriculum division and specialty: 1982

**Table A3.3—**

Percent black among recipients of bachelor's and master's degrees in TBI's, by discipline division: 1976 and 1981

**Table A3.1—Number of bachelor's, master's, and doctor's degrees conferred in TBI's, by discipline division and specialty: 1982**

| Discipline division and specialty | | Bachelor's | | Master's | | Doctor's | |
|---|---|---|---|---|---|---|---|
| | | Degrees | TBI's | Degrees | TBI's | Degrees | TBI's |
| ALL | DISCIPLINE DIVISIONS, TOTAL | 22,047 | 83 | 4,447 | 34 | 87 | 5 |
| **0100** | AGRICULTURE AND NATURAL RESOURCES | 326 | 16 | 83 | 6 | 0 | 0 |
| | 0101 AGRICULTURE, GENERAL | 60 | 6 | 38 | 3 | 0 | 0 |
| | 0102 AGRONOMY | 15 | 3 | 0 | 0 | 0 | 0 |
| | 0103 SOILS SCIENCE | 36 | 5 | 27 | 3 | 0 | 0 |
| | 0104 ANIMAL SCIENCE (HUSBANDRY) | 101 | 11 | 5 | 1 | 0 | 0 |
| | 0107 FISH, GAME, AND WILDLIFE MANAGEMENT | 1 | 1 | 0 | 0 | 0 | 0 |
| | 0108 HORTICULTURE | 7 | 2 | 0 | 0 | 0 | 0 |
| | 0109 ORNAMENTAL HORTICULTURE | 2 | 1 | 0 | 0 | 0 | 0 |
| | 0111 AGRICULTURE ECONOMICS | 42 | 8 | 4 | 2 | 0 | 0 |
| | 0112 AGRICULTURAL BUSINESS | 12 | 4 | 2 | 1 | 0 | 0 |
| | 0113 FOOD SCIENCE AND TECHNOLOGY | 18 | 3 | 7 | 1 | 0 | 0 |
| | 0114 FORESTRY | 2 | 1 | 0 | 0 | 0 | 0 |
| | 0115 NATURAL RESOURCES MANAGEMENT | 6 | 1 | 0 | 0 | 0 | 0 |
| | 0116 AGRICULTURE AND FORESTRY TECHNOLOGIES | 4 | 1 | 0 | 0 | 0 | 0 |
| | 0119 OTHER | 20 | 3 | 0 | 0 | 0 | 0 |
| 0200 | ARCHITECTURE AND ENVIRONMENTAL DESIGN | 178 | 9 | 63 | 6 | 0 | 0 |
| | 0201 ENVIRONMENTAL DESIGN, GENERAL | 5 | 1 | 0 | 0 | 0 | 0 |
| | 0202 ARCHITECTURE | 137 | 5 | 15 | 4 | 0 | 0 |
| | 0203 INTERIOR DESIGN | 4 | 1 | 0 | 0 | 0 | 0 |
| | 0204 LANDSCAPE ARCHITECTURE | 3 | 1 | 1 | 1 | 0 | 0 |
| | 0206 CITY, COMMUNITY, AND REGIONAL PLANNING | 29 | 4 | 47 | 4 | 0 | 0 |
| 0300 | AREA STUDIES | 0 | 0 | 0 | 0 | 2 | 1 |
| | 0305 AFRICAN STUDIES | 0 | 0 | 0 | 0 | 2 | 1 |
| 0400 | BIOLOGICAL SCIENCES | 1,050 | 82 | 87 | 15 | 18 | 3 |
| | 0401 BIOLOGY, GENERAL | 878 | 80 | 66 | 12 | 1 | 1 |
| | 0402 BOTANY, GENERAL | 5 | 2 | 6 | 1 | 0 | 0 |
| | 0406 PLANT PHYSIOLOGY | 0 | 0 | 1 | 1 | 0 | 0 |
| | 0407 ZOOLOGY, GENERAL | 84 | 3 | 5 | 1 | 4 | 1 |
| | 0409 PARMACOLOGY, HUMAN AND ANIMAL | 0 | 0 | 0 | 0 | 3 | 2 |
| | 0410 PHYSIOLOGY, HUMAN AND ANIMAL | 0 | 0 | 3 | 2 | 2 | 2 |
| | 0411 MICROBIOLOGY | 41 | 3 | 1 | 1 | 1 | 1 |
| | 0414 BIOCHEMISTRY | 18 | 3 | 2 | 2 | 2 | 2 |
| | 0416 MOLECULAR BIOLOGY | 0 | 0 | 1 | 1 | 2 | 1 |
| | 0417 CELL BIOLOGY | 0 | 0 | 0 | 0 | 3 | 1 |
| | 0420 ECOLOGY | 2 | 1 | 0 | 0 | 0 | 0 |
| | 0421 ENTOMOLOGY | 1 | 1 | 0 | 0 | 0 | 0 |
| | 0422 GENETICS | 0 | 0 | 2 | 1 | 0 | 0 |
| | 0499 OTHER | 21 | 3 | 0 | 0 | 0 | 0 |
| 0500 | BUSINESS AND MANAGEMENT | 5,692 | 82 | 577 | 15 | 0 | 0 |
| | 0501 BUSINESS AND COMMERCE, GENERAL | 709 | 22 | 44 | 4 | 0 | 0 |
| | 0502 ACCOUNTING | 1,142 | 54 | 46 | 2 | 0 | 0 |
| | 0504 BANKING AND FINANCE | 178 | 14 | 62 | 1 | 0 | 0 |
| | 0505 INVESTMENTS AND SECURITIES | 4 | 1 | 0 | 0 | 0 | 0 |
| | 0506 BUSINESS MANAGEMENT AND ADMINISTRATION | 2,979 | 72 | 346 | 11 | 0 | 0 |
| | 0508 HOTEL AND RESTAURANT MANAGEMENT | 11 | 3 | 0 | 0 | 0 | 0 |
| | 0509 MARKETING AND PURCHASING | 384 | 22 | 41 | 1 | 0 | 0 |
| | 0510 TRANSPORTATION AND PUBLIC UTILITIES | 7 | 1 | 0 | 0 | 0 | 0 |
| | 0512 INSURANCE | 19 | 2 | 0 | 0 | 0 | 0 |
| | 0513 INTERNATIONAL BUSINESS | 2 | 1 | 0 | 0 | 0 | 0 |
| | 0514 SECRETARIAL STUDIES | 159 | 25 | 0 | 0 | 0 | 0 |
| | 0515 PERSONNEL MANAGEMENT | 16 | 1 | 8 | 1 | 0 | 0 |
| | 0516 LABOR AND INDUSTRIAL RELATIONS | 1 | 1 | 7 | 2 | 0 | 0 |
| | 0517 BUSINESS ECONOMICS | 63 | 15 | 23 | 4 | 0 | 0 |
| | 0599 OTHER | 18 | 3 | 0 | 0 | 0 | 0 |

|  | Discipline division and specialty | Bachelor's |  | Master's |  | Doctor's |  |
|---|---|---|---|---|---|---|---|
|  |  | Degrees | TBI's | Degrees | TBI's | Degrees | TBI's |
| 0600 | COMMUNICATIONS | 651 | 33 | 48 | 4 | 3 | 1 |
|  | 0601 COMMUNICATIONS, GENERAL | 236 | 15 | 15 | 2 | 3 | 1 |
|  | 0602 JOURNALISM (PRINTED MEDIA) | 138 | 12 | 1 | 1 | 0 | 0 |
|  | 0603 RADIO/TELEVISION | 106 | 8 | 0 | 0 | 0 | 0 |
|  | 0605 COMMUNICATION MEDIA | 118 | 7 | 24 | 2 | 0 | 0 |
|  | 0699 OTHER | 53 | 2 | 8 | 1 | 0 | 0 |
| 0700 | COMPUTER AND INFORMATION SCIENCES | 415 | 23 | 33 | 4 | 0 | 0 |
|  | 0701 COMPUTER & INFORMATION SCIENCES, GENERAL | 339 | 20 | 33 | 4 | 0 | 0 |
|  | 0702 INFORMATION SCIENCES AND SYSTEMS | 48 | 3 | 0 | 0 | 0 | 0 |
|  | 0703 DATA PROCESSING | 28 | 1 | 0 | 0 | 0 | 0 |
| 0800 | EDUCATION | 3,852 | 81 | 2,456 | 30 | 22 | 4 |
|  | 0801 EDUCATION, GENERAL | 141 | 13 | 100 | 8 | 0 | 0 |
|  | 0802 ELEMENTARY EDUCATION, GENERAL | 1,138 | 68 | 457 | 21 | 0 | 0 |
|  | 0803 SECONDARY EDUCATION, GENERAL | 69 | 11 | 173 | 10 | 0 | 0 |
|  | 0804 JUNIOR HIGH SCHOOL EDUCATION | 17 | 1 | 15 | 1 | 0 | 0 |
|  | 0805 HIGHER EDUCATION, GENERAL | 0 | 0 | 8 | 1 | 4 | 1 |
|  | 0807 ADULT AND CONTINUING EDUCATION | 22 | 2 | 59 | 10 | 0 | 0 |
|  | 0808 SPECIAL EDUCATION, GENERAL | 288 | 21 | 128 | 11 | 0 | 0 |
|  | 0810 EDUCATION OF THE MENTALLY RETARDED | 59 | 5 | 28 | 4 | 0 | 0 |
|  | 0811 EDUCATION OF THE GIFTED | 0 | 0 | 15 | 2 | 0 | 0 |
|  | 0812 EDUCATION OF THE DEAF | 5 | 1 | 8 | 1 | 0 | 0 |
|  | 0815 SPEECH CORRECTION | 44 | 6 | 13 | 2 | 0 | 0 |
|  | 0816 EDUCATION OF THE EMOTIONALLY DISTURBED | 1 | 1 | 2 | 1 | 0 | 0 |
|  | 0818 SPECIAL LEARNING DISABILITIES | 12 | 2 | 8 | 1 | 0 | 0 |
|  | 0820 EDUCATION OF THE MULTIPLE HANDICAPPED | 9 | 1 | 7 | 1 | 0 | 0 |
|  | 0822 EDUCATIONAL PSYCHOLOGY | 24 | 1 | 18 | 1 | 4 | 1 |
|  | 0823 PRE-ELEMENTARY EDUCATION (KINDERGARTEN) | 187 | 21 | 54 | 9 | 2 | 1 |
|  | 0826 STUDENT PERSONNEL | 25 | 1 | 475 | 21 | 5 | 2 |
|  | 0827 EDUCATIONAL ADMINISTRATION | 0 | 0 | 433 | 18 | 7 | 2 |
|  | 0828 EDUCATIONAL SUPERVISION | 0 | 0 | 8 | 2 | 0 | 0 |
|  | 0829 CURRICULUM AND INSTRUCTION | 0 | 0 | 38 | 4 | 0 | 0 |
|  | 0830 READING EDUCATION | 8 | 2 | 47 | 9 | 0 | 0 |
|  | 0831 ART EDUCATION | 80 | 23 | 4 | 2 | 0 | 0 |
|  | 0832 MUSIC EDUCATION | 205 | 41 | 16 | 7 | 0 | 0 |
|  | 0833 MATHEMATICS EDUCATION | 26 | 11 | 6 | 3 | 0 | 0 |
|  | 0834 SCIENCE EDUCATION | 14 | 10 | 8 | 4 | 0 | 0 |
|  | 0835 PHYSICAL EDUCATION | 671 | 66 | 108 | 13 | 0 | 0 |
|  | 0836 DRIVER AND SAFETY EDUCATION | 16 | 2 | 8 | 1 | 0 | 0 |
|  | 0837 HEALTH EDUCATION | 107 | 15 | 12 | 1 | 0 | 0 |
|  | 0838 BUSINESS, COMMERCE, AND DISTRIBUTIVE ED | 304 | 45 | 42 | 10 | 0 | 0 |
|  | 0839 INDUSTRIAL ARTS | 224 | 22 | 75 | 9 | 0 | 0 |
|  | 0899 OTHER | 156 | 30 | 83 | 18 | 0 | 0 |
| 0900 | ENGINEERING | 1,646 | 24 | 73 | 4 | 1 | 1 |
|  | 0901 ENGINEERING, GENERAL | 0 | 0 | 25 | 3 | 0 | 0 |
|  | 0904 ARCHITECTURAL ENGINEERING | 44 | 3 | 0 | 0 | 0 | 0 |
|  | 0906 CHEMICAL ENGINEERING | 15 | 2 | 0 | 0 | 0 | 0 |
|  | 0908 CIVIL, CONSTRUCTION, AND TRANSPORTATION | 192 | 6 | 12 | 1 | 0 | 0 |
|  | 0909 ELECTRICAL, ELECTRONICS & COMMUNICATIONS | 273 | 7 | 21 | 3 | 0 | 0 |
|  | 0910 MECHANICAL ENGINEERING | 235 | 9 | 14 | 2 | 1 | 1 |
|  | 0913 INDUSTRIAL AND MANAGEMENT ENGINEERING | 13 | 1 | 0 | 0 | 0 | 0 |
|  | 0920 NUCLEAR ENGINEERING | 0 | 0 | 1 | 1 | 0 | 0 |
|  | 0925 ENGINEERING TECHNOLOGIES | 792 | 20 | 0 | 0 | 0 | 0 |
|  | 0999 OTHER | 82 | 2 | 0 | 0 | 0 | 0 |
| 1000 | FINE AND APPLIED ARTS | 391 | 56 | 19 | 5 | 0 | 0 |
|  | 1001 FINE ARTS, GENERAL | 31 | 9 | 2 | 2 | 0 | 0 |
|  | 1002 ART (PAINTING, DRAWING, SCULPTURE) | 97 | 25 | 2 | 1 | 0 | 0 |
|  | 1003 ART HISTORY AND APPRECIATION | 0 | 0 | 6 | 1 | 0 | 0 |
|  | 1004 MUSIC (PERFORMING, COMPOSITION, THEORY) | 43 | 13 | 5 | 2 | 0 | 0 |
|  | 1005 MUSIC (LIBERAL ARTS PROGRAM) | 84 | 25 | 0 | 0 | 0 | 0 |
|  | 1006 MUSIC HISTORY AND APPRECIATION | 3 | 1 | 0 | 0 | 0 | 0 |
|  | 1007 DRAMATIC ARTS | 93 | 17 | 4 | 2 | 0 | 0 |
|  | 1009 APPLIED DESIGN | 5 | 3 | 0 | 0 | 0 | 0 |
|  | 1099 OTHER | 35 | 7 | 0 | 0 | 0 | 0 |

|  | Discipline division and specialty | Bachelor's |  | Master's |  | Doctor's |  |
|---|---|---|---|---|---|---|---|
|  |  | Degrees | TBI's | Degrees | TBI's | Degrees | TBI's |
| 1100 | FOREIGN LANGUAGES | 36 | 16 | 1 | 1 | 0 | 0 |
|  | 1102 FRENCH | 14 | 9 | 1 | 1 | 0 | 0 |
|  | 1103 GERMAN | 2 | 2 | 0 | 0 | 0 | 0 |
|  | 1105 SPANISH | 20 | 12 | 0 | 0 | 0 | 0 |
| 1200 | HEALTH PROFESSIONS | 847 | 36 | 60 | 9 | 0 | 0 |
|  | 1201 HEALTH PROFESSIONS, GENERAL | 13 | 3 | 0 | 0 | 0 | 0 |
|  | 1202 HOSPITAL AND HEALTH CARE ADMINISTRATION | 28 | 4 | 4 | 1 | 0 | 0 |
|  | 1203 NURSING | 416 | 19 | 11 | 2 | 0 | 0 |
|  | 1208 OCCUPATIONAL THERAPY | 4 | 2 | 0 | 0 | 0 | 0 |
|  | 1211 PHARMACY | 160 | 4 | 8 | 1 | 0 | 0 |
|  | 1212 PHYSICAL THERAPY | 42 | 2 | 0 | 0 | 0 | 0 |
|  | 1213 DENTAL HYGIENE | 12 | 1 | 0 | 0 | 0 | 0 |
|  | 1214 PUBLIC HEALTH | 4 | 1 | 11 | 3 | 0 | 0 |
|  | 1215 MEDICAL RECORD LIBRARIANSHIP | 13 | 3 | 0 | 0 | 0 | 0 |
|  | 1219 VETERINARY MEDICINE SPECIALTIES | 0 | 0 | 4 | 1 | 0 | 0 |
|  | 1220 SPEECH PATHOLOGY AND AUDIOLOGY | 47 | 10 | 22 | 3 | 0 | 0 |
|  | 1223 MEDICAL LABORATORY TECHNOLOGIES | 64 | 16 | 0 | 0 | 0 | 0 |
|  | 1225 RADIOLOGIC TECHNOLOGIES | 22 | 4 | 0 | 0 | 0 | 0 |
|  | 1229 OTHER | 22 | 2 | 0 | 0 | 0 | 0 |
| 1300 | HOME ECONOMICS | 478 | 31 | 44 | 5 | 6 | 1 |
|  | 1301 HOME ECONOMICS, GENERAL | 122 | 19 | 12 | 2 | 0 | 0 |
|  | 1302 HOME DECORATION AND HOME EQUIPMENT | 5 | 1 | 0 | 0 | 0 | 0 |
|  | 1303 CLOTHING AND TEXTILES | 92 | 14 | 0 | 0 | 0 | 0 |
|  | 1304 CONSUMER ECONOMICS AND HOME MANAGEMENT | 10 | 2 | 0 | 0 | 0 | 0 |
|  | 1305 FAMILY RELATIONS AND CHILD DEVELOPMENT | 75 | 10 | 0 | 0 | 0 | 0 |
|  | 1306 FOODS AND NUTRITION (INCLUDE DIETETICS) | 93 | 18 | 8 | 2 | 0 | 0 |
|  | 1307 INSTITUTIONAL AND CAFETERIA MANAGEMENT | 13 | 3 | 0 | 0 | 0 | 0 |
|  | 1399 OTHER | 68 | 6 | 24 | 1 | 6 | 1 |
| 1400 | LAW | 0 | 0 | 6 | 1 | 0 | 0 |
|  | 1401 LAW, GENERAL | 0 | 0 | 6 | 1 | 0 | 0 |
| 1500 | LETTERS | 550 | 74 | 50 | 13 | 2 | 1 |
|  | 1501 ENGLISH, GENERAL | 412 | 71 | 40 | 11 | 2 | 1 |
|  | 1502 LITERATURE, ENGLISH | 5 | 2 | 7 | 1 | 0 | 0 |
|  | 1506 SPEECH, DEBATE, AND FORENSIC SCIENCE | 81 | 10 | 1 | 1 | 0 | 0 |
|  | 1509 PHILOSOPHY | 17 | 8 | 2 | 1 | 0 | 0 |
|  | 1510 RELIGIOUS STUDIES | 22 | 5 | 0 | 0 | 0 | 0 |
|  | 1599 OTHER | 13 | 5 | 0 | 0 | 0 | 0 |
| 1600 | LIBRARY SCIENCE | 15 | 4 | 88 | 6 | 0 | 0 |
|  | 1601 LIBRARY SCIENCE, GENERAL | 5 | 3 | 75 | 4 | 0 | 0 |
|  | 1699 OTHER | 10 | 2 | 13 | 2 | 0 | 0 |
| 1700 | MATHEMATICS | 381 | 75 | 31 | 11 | 0 | 0 |
|  | 1701 MATHEMATICS, GENERAL | 376 | 75 | 31 | 11 | 0 | 0 |
|  | 1799 OTHER | 5 | 1 | 0 | 0 | 0 | 0 |
| 1900 | PHYSICAL SCIENCES | 505 | 65 | 57 | 12 | 3 | 1 |
|  | 1901 PHYSICAL SCIENCES, GENERAL | 9 | 4 | 1 | 1 | 0 | 0 |
|  | 1902 PHYSICS, GENERAL (EXCLUDE BIOPHYSICS) | 106 | 30 | 5 | 2 | 0 | 0 |
|  | 1905 CHEMISTRY, GENERAL | 360 | 59 | 45 | 10 | 3 | 1 |
|  | 1907 ORGANIC CHEMISTRY | 0 | 0 | 1 | 1 | 0 | 0 |
|  | 1908 PHYSICAL CHEMISTRY | 0 | 0 | 1 | 1 | 0 | 0 |
|  | 1909 ANALYTICAL CHEMISTRY | 0 | 0 | 2 | 1 | 0 | 0 |
|  | 1914 GEOLOGY | 20 | 5 | 0 | 0 | 0 | 0 |
|  | 1917 EARTH SCIENCES, GENERAL | 3 | 2 | 2 | 1 | 0 | 0 |
|  | 1999 OTHER | 7 | 4 | 0 | 0 | 0 | 0 |
| 2000 | PSYCHOLOGY | 782 | 55 | 107 | 11 | 5 | 1 |
|  | 2001 PSYCHOLOGY, GENERAL | 757 | 54 | 42 | 6 | 5 | 1 |
|  | 2003 CLINICAL PSYCHOLOGY | 23 | 1 | 10 | 1 | 0 | 0 |
|  | 2004 PSYCHOLOGY OF COUNSELING | 0 | 0 | 48 | 3 | 0 | 0 |
|  | 2005 SOCIAL PSYCHOLOGY | 0 | 0 | 1 | 1 | 0 | 0 |
|  | 2099 OTHER | 2 | 1 | 6 | 1 | 0 | 0 |

|  | Discipline division and specialty | Bachelor's |  | Master's |  | Doctor's |  |
|---|---|---|---|---|---|---|---|
|  |  | Degrees | TBI's | Degrees | TBI's | Degrees | TBI's |
| 2100 | PUBLIC AFFAIRS AND SERVICES | 1,470 | 57 | 419 | 12 | 1 | 1 |
|  | 2101 COMMUNITY SERVICES GENERAL | 91 | 5 | 12 | 1 | 0 | 0 |
|  | 2102 PUBLIC ADMINISTRATION | 48 | 8 | 137 | 6 | 0 | 0 |
|  | 2103 PARKS AND RECREATION MANAGEMENT | 86 | 11 | 9 | 3 | 0 | 0 |
|  | 2104 SOCIAL WORK AND HELPING SERVICES | 781 | 43 | 242 | 4 | 1 | 1 |
|  | 2105 LAW ENFORCEMENT AND CORRECTIONS | 432 | 22 | 19 | 2 | 0 | 0 |
|  | 2199 OTHER | 32 | 5 | 0 | 0 | 0 | 0 |
| 2200 | SOCIAL SCIENCES | 2,433 | 82 | 133 | 19 | 15 | 2 |
|  | 2201 SOCIAL SCIENCES, GENERAL | 191 | 30 | 18 | 6 | 0 | 0 |
|  | 2202 ANTHROPOLOGY | 1 | 1 | 0 | 0 | 0 | 0 |
|  | 2204 ECONOMICS | 192 | 25 | 16 | 2 | 3 | 1 |
|  | 2205 HISTORY | 197 | 55 | 24 | 13 | 0 | 0 |
|  | 2206 GEOGRAPHY | 51 | 10 | 0 | 0 | 0 | 0 |
|  | 2207 POLITICAL SCIENCE AND GOVERNMENT | 767 | 59 | 16 | 4 | 10 | 2 |
|  | 2208 SOCIOLOGY | 882 | 70 | 43 | 10 | 2 | 1 |
|  | 2209 CRIMINOLOGY | 81 | 7 | 3 | 1 | 0 | 0 |
|  | 2210 INTERNATIONAL RELATIONS | 5 | 2 | 0 | 0 | 0 | 0 |
|  | 2211 AFRO-AMERICAN (BLACK CULTURE) STUDIES | 2 | 2 | 0 | 0 | 0 | 0 |
|  | 2214 URBAN STUDIES | 53 | 10 | 13 | 2 | 0 | 0 |
|  | 2299 OTHER | 11 | 2 | 0 | 0 | 0 | 0 |
| 2300 | THEOLOGY | 65 | 9 | 9 | 1 | 9 | 1 |
|  | 2301 THEOLOGICAL PROFESSIONS, GENERAL | 37 | 3 | 0 | 0 | 9 | 1 |
|  | 2304 RELIGIOUS EDUCATION | 27 | 6 | 0 | 0 | 0 | 0 |
|  | 2399 OTHER | 1 | 1 | 9 | 1 | 0 | 0 |
| 4900 | INTERDISCIPLINARY STUDIES | 284 | 26 | 3 | 1 | 0 | 0 |
|  | 4901 GENERAL LIBERAL ARTS AND SCIENCES | 175 | 12 | 0 | 0 | 0 | 0 |
|  | 4902 BIOLOGICAL AND PHYSICAL SCIENCES | 33 | 8 | 0 | 0 | 0 | 0 |
|  | 4903 HUMANITIES AND SOCIAL SCIENCES | 6 | 2 | 2 | 1 | 0 | 0 |
|  | 4904 ENGINEERING AND OTHER DISCIPLINES | 19 | 4 | 0 | 0 | 0 | 0 |
|  | 4999 OTHER | 51 | 4 | 1 | 1 | 0 | 0 |

Source: U.S. Department of Education, National Center for Education Statistics, Earned Degrees Survey, 1981-82 Academic Year, special tabulations.

## Table A3.2—Sub-baccalaureate awards conferred in TBI's, by curriculum division and specialty: 1982

| Curriculum division and specialty | Number of TBI's that made awards | Number of Awards | | |
|---|---|---|---|---|
| | | Total | Associate degrees | Other formal awards |
| ARTS AND SCIENCES OR GENERAL PROGRAM | 19 | 692 | 686 | 6 |
| OCCUPATIONAL PROGRAMS, TOTAL | 33 | 1,674 | 1,307 | 367 |
| Data processing technologies | 10 | 92 | 89 | 3 |
| Data processing, general | 6 | 53 | 53 | 0 |
| Computer programmer technologies | 7 | 39 | 36 | 3 |
| Health services and paramedical technologies | 17 | 531 | 463 | 68 |
| Nursing, (R.N.) | 11 | 341 | 341 | 0 |
| Nursing, practical (L.P.N. OR L.V.N.) | 2 | 54 | 54 | 0 |
| Radiologic technologies (X-ray) | 5 | 36 | 29 | 7 |
| Dental hygiene technologies | 3 | 28 | 11 | 17 |
| Health services assistant, general | 2 | 21 | 1 | 20 |
| Medical assistant and medical office technologies | 1 | 14 | 0 | 14 |
| Medical or biological laboratory assistant technologies | 2 | 14 | 14 | 0 |
| Surgical technologies | 1 | 10 | 0 | 10 |
| Inhalation therapy technologies | 1 | 8 | 8 | 0 |
| Medical record technologies | 2 | 2 | 2 | 0 |
| Occupational therapy technologies | 1 | 1 | 1 | 0 |
| Animal laboratory assistant technologies | 1 | 1 | 1 | 0 |
| Physical therapy technologies | 1 | 1 | 1 | 0 |
| Mechanical and engineering technologies | 17 | 354 | 220 | 134 |
| Electronics and machine technologies | 9 | 90 | 76 | 14 |
| Construction and building technologies | 8 | 54 | 7 | 47 |
| Mechanical and engineering technologies, general | 5 | 42 | 42 | 0 |
| Architectural drafting technologies | 7 | 34 | 28 | 6 |
| Welding technologies | 2 | 31 | 0 | 31 |
| Automotive technologies | 4 | 27 | 0 | 27 |
| Electromechanical technologies | 1 | 19 | 19 | 0 |
| Civil technologies | 2 | 17 | 17 | 0 |
| Mechanical technologies | 2 | 13 | 7 | 6 |
| Engineering graphics | 2 | 9 | 9 | 0 |
| Chemical technologies | 2 | 7 | 7 | 0 |
| Industrial technologies | 2 | 5 | 5 | 0 |
| Mechanical and engineering, other | 1 | 3 | 0 | 3 |
| Aeronautical and aviation technologies | 2 | 3 | 3 | 0 |
| Natural science technologies | 10 | 76 | 52 | 24 |
| Home economics technologies | 5 | 29 | 21 | 8 |
| Food services technologies | 5 | 25 | 9 | 16 |
| Natural science technologies, general | 3 | 14 | 14 | 0 |
| Agriculture technologies | 2 | 7 | 7 | 0 |
| Natural science, other | 1 | 1 | 1 | 0 |
| Business and commerce technologies | 22 | 398 | 297 | 101 |
| Secretarial technologies | 19 | 116 | 95 | 21 |
| Personal services technologies (cosmetology, stewardess, etc.) | 3 | 84 | 16 | 68 |
| Business and commerce technologies, general | 8 | 70 | 70 | 0 |
| Accounting technologies | 10 | 43 | 43 | 0 |
| Marketing, distribution, purchasing, business, and industrial management technologies | 6 | 38 | 38 | 0 |

| Curriculum division and specialty | Number of TBI's that made awards | Number of Awards | | |
|---|---|---|---|---|
| | | Total | Associate degrees | Other formal awards |
| Communications and broadcasting technologies | 4 | 31 | 31 | 0 |
| Business and commerce, other | 1 | 11 | 0 | 11 |
| Banking and finance technologies | 1 | 3 | 3 | 0 |
| Applied arts, graphic arts, and fine arts technologies | 1 | 1 | 1 | 0 |
| Printing and lithography technologies | 1 | 1 | 0 | 1 |
| Public service related technologies | 20 | 223 | 186 | 37 |
| Police, law enforcement, corrections technologies | 9 | 98 | 84 | 14 |
| Public service, other | 4 | 34 | 11 | 23 |
| Recreation and social work related technologies | 7 | 31 | 31 | 0 |
| Education technologies | 6 | 28 | 28 | 0 |
| Fire control technologies | 3 | 11 | 11 | 0 |
| Public services, general | 2 | 8 | 8 | 0 |
| Bible study or religion-related occupations | 1 | 5 | 5 | 0 |
| Library assistant technologies | 3 | 4 | 4 | 0 |
| Public administration and management technologies | 1 | 4 | 4 | 0 |

**Table A3.3 — Blacks as a percent of total recipients of bachelor's and master's degrees in TBI's, by discipline division: 1976 and 1981**

| Discipline division | Bachelor's degrees | | Master's degrees | |
|---|---|---|---|---|
| | *1976* | *1981* | *1976* | *1981* |
| Total number of TBI degrees | 24,750 | 22,732 | 5,925 | 4,598 |
| Blacks as a percent of total recipients | 90 | 85 | 77 | 69 |
| Agriculture and natural resources | 62 | 70 | 73 | 24 |
| Architecture and environmental design | 58 | 50 | 88 | 48 |
| Area studies | * | * | * | * |
| Biological sciences | 86 | 88 | 72 | 73 |
| Business and management | 90 | 87 | 60 | 57 |
| Communications | 89 | 94 | 92 | 72 |
| Computer and information sciences | 94 | 84 | 56 | 18 |
| Education | 94 | 92 | 79 | 76 |
| Engineering | 77 | 51 | 19 | 38 |
| Fine and applied arts | 89 | 95 | 71 | 55 |
| Foreign languages | 88 | 78 | 70 | 50 |
| Health professions | 79 | 82 | 74 | 60 |
| Home economics | 94 | 90 | 90 | 78 |
| Law | 100 | * | * | 100 |
| Letters | 93 | 88 | 89 | 70 |
| Library science | 96 | 100 | 83 | 62 |
| Mathematics | 89 | 88 | 71 | 64 |
| Military science | * | 100 | * | * |
| Physical sciences | 83 | 79 | 60 | 82 |
| Psychology | 90 | 92 | 74 | 53 |
| Public affairs and services | 85 | 91 | 76 | 60 |
| Social sciences | 93 | 90 | 67 | 69 |
| Theology | 97 | 100 | 100 | * |
| Interdisciplinary studies | 46 | 44 | 100 | 80 |

* No degrees were awarded.

Note—Use caution in interpreting the differences in percents from 1976 to 1981 for discipline divisions with a small number of degrees awards, since a large diffference in the percents for 1976 and 1981 may result from a small numerical change.

SOURCE: U.S. Department of Education, National Center for Education Statistics and the Office for Civil Rights, Earned Degrees Survey, 1975-76 and 1980-81 Academic Years, special tabulations.

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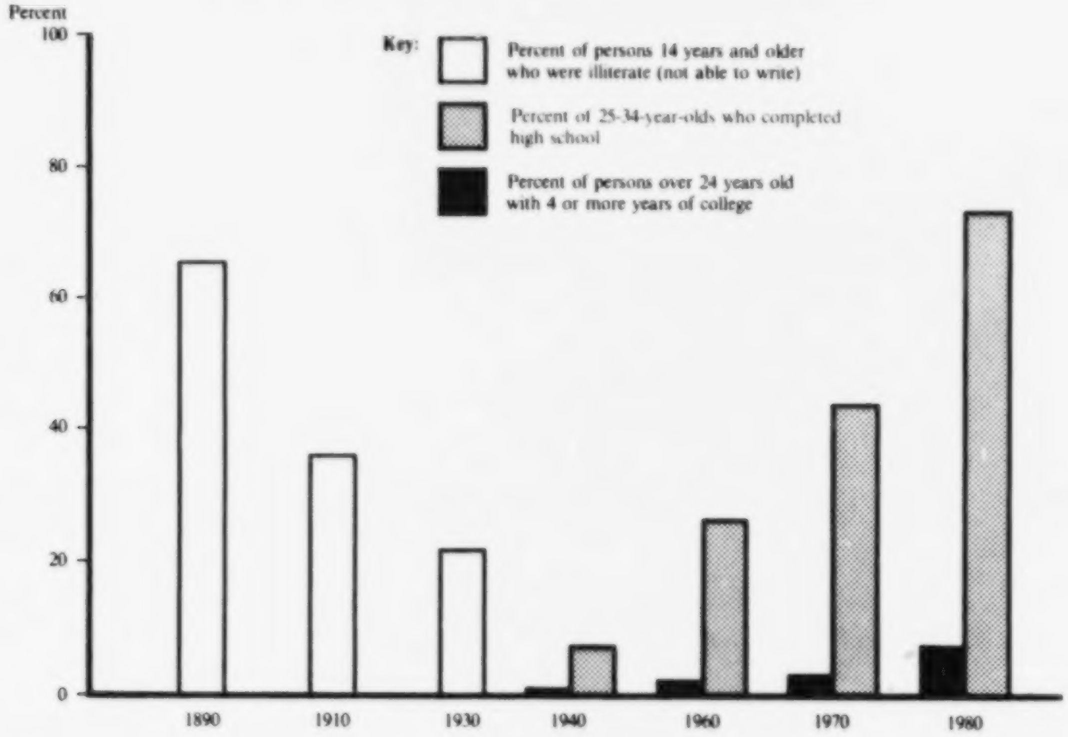
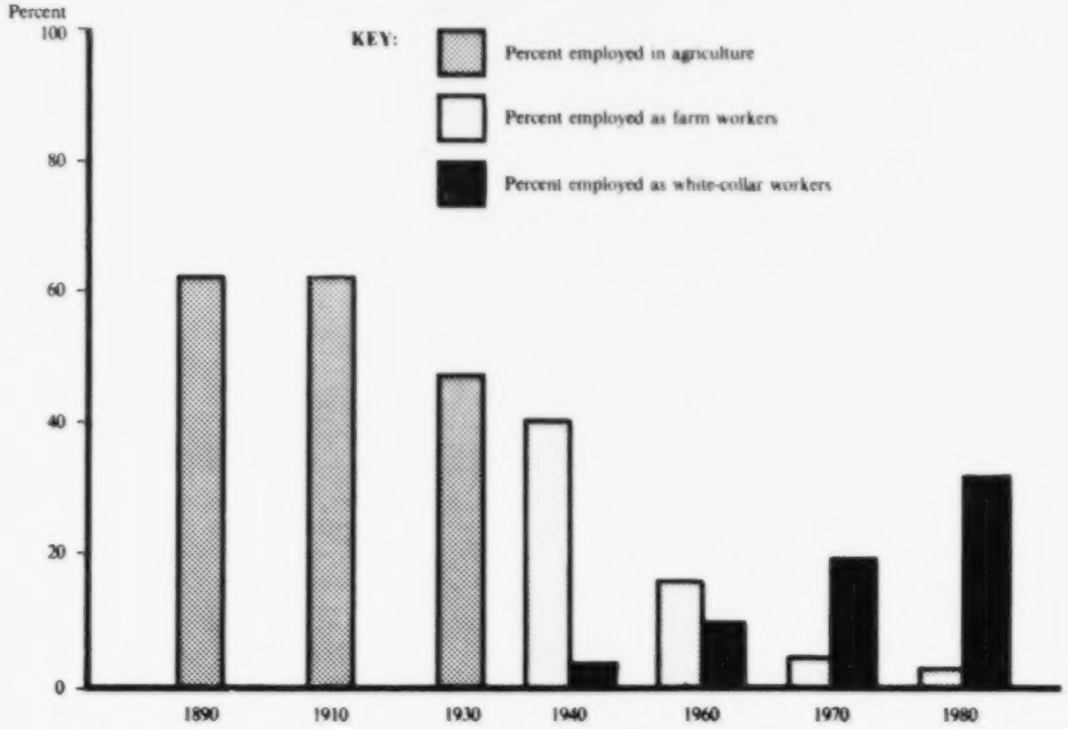
**CHART B.—Education and employment of the black population in the Southern States: 1890-1980**

EDUCATION OF THE BLACK POPULATION IN THE SOUTHERN STATES



EMPLOYMENT OF BLACK WORKERS IN THE SOUTHERN STATES



SOURCES: U.S. Department of Commerce, Bureau of the Census, *The Social and Economic Status of the Black Population in the United States: An Historical View, 1790-1978,* pp. 73, 75, 91, 93, 94,95: data for 1980 obtained from Current Population Survey, unpublished tabulations.

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